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AUTHOR Mills, Joe D.; And Others
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ABSTRACT

The purpose of this project was to design six models for the operation of vocational and adult education and community instructional services coordinating councils that would be adaptable to all 28 Florida community colleges. Surveys were made of all 28 councils and from the analyses six representative sites were selected in which to develop and test each model. The six pilot councils were then compared with councils not in the project on effectiveness criteria taken from the State Board Rules to determine how effectively the councils operate. It was concluded that councils are more effective in terms of fulfilling their State Board of Education Rule-designated responsibilities when they develop and implement an operating model stating council objectives and organizational procedures. Appendixes A and B, the first two of eight appendixes to this final report, comprise 129 of the 152 pages in this volume. Appendix A contains the project flow chart and a questionnaire and resource guide intended to aid the coordinating councils to develop new procedures or to refine existing procedures. Appendix B contains the project evaluation plan, information on the Process-Progress Inventory (PPI) (which is developed from the stated goals, objectives, and strategies of each council's model to help councils establish a systematic examination of their objectives), the PPI questionnaire to facilitators, and the responses of six council's to the PPI. (Appendixes C through H are bound in a separate volume.) (HD)

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FINAL REPORT

Project No. 498AH50092
Grant No. G007509436

Strengthening Local Administration of Vocational Education through Design, Implementation and Evaluation of Alternative Delivery Systems for Use by Coordinating Councils

Joe D. Mills
Project Initiator
Division of Vocational Education
Florida Department of Education
Tallahassee, Florida 32304

C. Virginia Bert, Project Director
Division of Vocational Education
Florida Department of Education
Tallahassee, Florida 32304

William P. Danenburg
Project Manager
University of South Florida
Tampa, Florida 33620

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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December 14, 1976

Volume I

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Brevard Coordinating Council for Vocational Education, Adult General Education and Community Instructional Services serving Brevard County Public Schools and Brevard Community College, Mr. Robert V. Hansen, Facilitator.

Coordinating Council of Vocational/Technical, General Adult and Community Services Education of Broward County serving Broward County Public Schools and Broward Community College, Dr. Ormond Whipple, Facilitator.

Chipola Junior College Area Coordinating Council serving Public Schools of Calhoun, Holmes, Jackson, Liberty and Washington Counties and Chipola Junior College, Mr. Charles L. Watford, Facilitator.

Duval-Nassau Coordinating Council for Vocational Education serving Public Schools of Duval and Nassau Counties and Florida Junior College at Jacksonville, Dr. John F. Wagner, Facilitator.

Coordinating Council for Vocational Education, Adult General Education and Community Instructional Services for Manatee County School District-Sarasota County School District and Manatee Junior College, Mr. John A. Beaumont, Facilitator.

The Coordinating Council of St. Johns River Junior College District serving Public Schools of Clay, Putnam and St. Johns Counties and St. Johns River Junior College, Mr. Judson Wilhelm, Facilitator.

PROJECT ABSTRACT

PROJECT NO. 498AH50092
GRANT NO. G007500436

TITLE: Strengthening Local Administration of Vocational Education Design, Implementation and Evaluation of Alternative Delivery Systems for Use by Coordinating Councils

PURPOSE:

The purpose of the project was to design six models for the operation of vocational and adult education and community instructional services coordinating councils that would be adaptable to all 28 Florida Community College Districts. Florida has recently mandated the establishment of coordinating councils in each of the 28 community college districts. In order to achieve maximum benefits to vocational education from these council activities, it was necessary to determine the optimum structures, roles and functions, and how councils can operate efficiently and effectively.

PROCEDURES:

Surveys were made of all 28 councils to collect information and data on composition, organization, information requirements and operation. Data were analyzed to determine council characteristics, strengths and variables attributable to local special needs. From the analyses six representative sites were selected in which to develop and test each model. Model testing was preceded by orientation of council members. Evaluations were made by the local councils, assisted by project staff members. Models were revised on the basis of evaluation data. The six pilot councils were compared with councils not in the project on effectiveness criteria taken from the State Board Rules to determine how effectively the councils operate.

RESULTS:

The six models were developed, implemented and revised. They will be made available to the other councils. A resource document was developed by the project staff to be used as an aid for council development or improvement.

The pilot councils rated more effective than randomly selected counterpart non-pilot councils.

CONCLUSIONS:

It can be concluded that councils are more effective in terms of fulfilling their State Board of Education Rule - designated responsibilities when they develop and implement an operating model stating council objectives and organizational procedures.

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INTRODUCTION

Beginning in the 1950's, Florida, along with other states, was confronted with increasing population, increasing industrialization and a large number of young people and adults searching for ways to become qualified to work in a society of rapidly changing technology. The Florida Legislature, not only recognized that the existing educational system was not geared to meet this need, but also began searching for ways to provide increased opportunities for high quality vocational education.

A series of studies were conducted by Florida, as well as by other states, to provide direction for the enactment of legislation to overcome this problem. Studies in Florida by Campbell(1), Askew (2), and McKay(3) not only indicated deficiencies in the existing system but pointed out the need for increased, modern vocational education involving significant curriculum change to be supported by (1) adequate appropriations for facilities, equipment and program operation, (2) vocational guidance, counseling, placement and follow-up, (3) special services for the disadvantaged and (4) a strengthened system of state and local coordination of vocational programs.

In 1957, the Florida Legislature embarked upon the establishment of a state network of community colleges with responsibility, not only for university parallel courses, but the provision of post-secondary occupational education as well. In 1963, the Florida Legislature also authorized the establishment of a new type of institution in Florida known as an Area Vocational-Technical Center to specialize in vocational and technical education including offerings at the post-secondary level. Now there are 28 community colleges and 25 area vocational-technical centers within the State.

Enactment by the U.S. Congress of the 1963 Vocational Education Act, P.L. 88-210 followed by the 1968 Amendments - P.L. 90-576 added impetus for states to establish a network of institutions known as area vocational-technical education schools. These centers were solely designed for the purpose of providing vocational education to serve secondary and post-secondary, non-degreed students.

Some Florida vocational preparatory centers were established as departments of junior colleges; others were established as separate institutions. The community colleges are administered locally by a Community College Board of Trustees. Each has a service area of one or more school districts. The area vocational-technical centers are a part of the public school system administered by a District School Board. A school district consists of only one county, and each of these boards is autonomous.

As these institutions developed, four basic patterns of relationships emerged. They are:

> Pattern A, serving heavily populated areas, which has one school district and one community junior college service area composed of one county. Each of these educational entities has a single or multi-campus structure and each is served by separate administrations.
>
> Pattern B, serving a sparsely populated area, has an area vocational education school established as a department or division of a community junior college.
>
> Pattern C, serving a moderately populated area, in which an area vocational-technical center and a community junior college, each under separate administrative boards, is established to serve a designated geographic area.
>
> Pattern D, serving a sparsely populated area, in which an area vocational-technical center provides vocational programs for several district school boards and a community junior college provides programs for another service area.

Local option determines which educational entity has primary responsibility for post-secondary vocational programs.

The need for coordination became evident particularly to avoid unwarranted duplication of offerings. In 1971, the State Board of Education, through rules stated its intent,(6A-6.66) Responsibilities at district level for vocational education. It is the intent of these rules that vocational education be made available to all residents of Florida, and that school boards and junior college boards of trustees shall cooperatively develop and adopt specific assignments of responsibility to assure efficient utilization of all available resources to achieve this intent. Contractual or cooperative agreements between school boards and junior college boards of trustees are encouraged. Each such contract or cooperative agreement must be reviewed and approved by the Commissioner of Education before implementation. To accomplish this goal as statewide policy effective July 1, 1971, primary responsibilities for vocational education at the school and community college district level are assigned as follows:

(1) Each school board has primary responsibility, for assuring that vocational education, as provided in section 6A-6.70 of these rules, is available to students in grades 1 through 12 and to youth under 19 years of age who left school before high school graduation.

(2) Each post-secondary area vocational-technical center is assigned to a school board.

(3) Each school board assigned a post-secondary area vocational-technical center established in accordance with section 230.63, Florida Statutes, shall have primary responsibility for non-college credit courses and certificate vocational programs for youth and adults of all ages residing in the service area of that center as approved by the state board for vocational education.

(4) Each community college with a department designated as an area vocational education school by the state board for vocational education under the provisions of the vocational education act of 1963, Public Law 88-210 or as amended by Public Law 90-576, shall have primary responsibility for certificate and non-college credit vocational education programs and courses and also for college credit courses and associate degree vocational programs for youth and adults 19 years of age or older who reside in the service area of that area school as approved by the State Board for Vocational Education.

(5) Each community college not having a department designated as an area vocational education school shall have primary responsibility for associate degree and certificate vocational programs based on college credit courses and for short courses, institutes, or similar activities, related to the vocational programs and responsibilities of that college.

(6) Community colleges with departments designated as area vocational education schools may, with the approval of the board of trustees and upon the request of a school board in its vocational service area, provide on behalf of that school board vocational education programs and courses for youth under 19 years of age who left school before graduating from high school and for high school students in grades 10-12.

(7) A board of trustees administering a community college which does not have a department designated as an area vocational school may enter into a cooperative agreement with a school board which operates an area vocational-technical center designated by the state board for vocational education to provide vocational-technical education courses which a community college will accept for college credit or for the community college to use the facilities of the area vocational-technical center for instructional purposes.

(8) Any school board or any junior college board of trustees may enter into contractual or cooperative agreements with any other school board or junior college board of trustees to provide specific vocational-technical education services or courses to assist in meeting the vocational education need of the persons to be served.

(9) School boards and junior college boards of trustees are responsible for avoidance of unwarranted duplication of programs and services and for articulating and coordinating vocational education programs services and activities, including counseling for the persons served by the respective boards, based upon written agreements between school boards and community college boards of trustees. Such articulation and coordination shall be accomplished in the establishment

of a local coordinating council as set forth in section 6A-6.67 of these rules. School boards and junior college boards of trustees are responsible for making comprehensive vocational programs available to all residents in their areas and are authorized to use any appropriate means to that end, including expenditures for advertising the availability of programs and courses.

(10) None of the above provisions shall contradict or supersede existing agreements between school boards, area centers and community colleges concerning vocational education as provided in chapter 70-211, Laws of Florida.

6A-14.37 Coordinating council for vocational education, adult general education, and community instructional services. A coordinating council for vocational education shall be established in each community college district. The membership of this council shall include the superintendent and director of vocational education of each school district in the community college area and the president and dean or director of vocational or technical education of the community college. The superintendent of the county of location of the community college shall be responsible for calling the first meeting of the council. The council shall elect a chairperson at its first meeting, provide for maintaining minutes of its meetings as soon as practicable and adopt rules for the conduct of council business.

The council shall develop recommendations to the respective school boards and to the community college board of trustees and where appropriate may make recommendations to the commissioner of education and to the appropriate division directors of the department of education.

The responsibilities of the council shall be to review the total vocational program being offered in the district, to make such recommendations as are necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications. To accomplish this, the council should perform the following:

(1) Review and recommend adjustments of existing vocational education programs, activities, and service--including counseling that will better meet the assigned responsibilities of each district.

(2) Review and recommend agreements between boards, to provide coordinative and articulated vocational education programs to meet the educational needs of all residents in all communities in the district.

(3) Review and make recommendations concerning long-range (6 years) objectives for the school district and the community college district and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplications.

(4) Review data and support of proposed programs, recommend to the appropriate board approval or disapproval of the program and, if necessary, recommend the assignment of responsibility to the appropriate district in accordance with specific local cooperative agreements and policies of the state board.

Further it required the establishment of a local coordinating council for vocational education in each of the 28 community college districts. These 28 local coordinating councils for vocational education were to be established after the State Board of Education Rule was written in 1971. The rule was altered later to include adult education and community instruction and services, section 6A-14.37., 1975.

Two recent studies by Danenburg (7) and Gallon (8) show, after the councils were established, a wide diversity in council effectiveness, operating procedures, and in some cases, council importance as perceived by the member institutions. The need for councils to organize and operate as specified in the State Board of Education Rules still existed. This project was designed to provide assistance to all councils in organizing and operating to perform the function intended by the State Board Rules. The assistance will consist of resource documents containing the process for organizing and developing a council model for operating and six adaptable operational models.

Specifically the project purpose was to design, implement and evaluate the effectiveness of alternative procedures to be utilized by coordinating councils for strengthening local administration of vocational and adult educational and community instructional service programs.

To accomplish this purpose, the project has:

(1) Conducted a comprehensive study of the status of local coordinating councils to determine progress in role definition, scope of authority, and operational procedures.

(2) Designed model operating procedures adaptable to each council.

(3) Implemented the designed model operating procedures in a pilot setting.

(4) Determined the effectiveness of the alternative designs.

(5) Developed a plan to disseminate these validated models of operating procedures to local administrators.

METHODS/PROCEDURES

The master plan of the project outlines the strategies for accomplishing the objectives and consists of five phases: planning, design, implementation, evaluation and dissemination, which fall into two segments. The first segment of the project began on June 15, 1975, and included the planning and model design phases. The other three phases: implementation, evaluation and dissemination began in January of 1976 and ended December 14, 1976. The project plan shows a further breakdown of the tasks necessary to reach the objectives set forth in the flow chart, included in Appendix A.

Component A - Planning and Model Design Phase

Section I - Planning

The project proposal was used as a framework to develop specific strategies and tasks to accomplish project objectives. Several steps were completed: the selection of an institution, the University of South Florida, to manage and coordinate the project; the selection of the project staff, and the selection of six pilot sites at which the alternative procedures would be developed and field tested.

The project staff included the manager, an assistant coordinator for systems design, and an assistant coordinator for implementation and evaluation. The manager and the two assistant coordinators constituted the University of South Florida central staff. Six facilitators were selected and employed through six grants to the pilot coordinating council of selected institutions.

The six test sites were selected from eighteen applicant community college (i.e. council) districts. Selection was based on the following factors:

- -Geographic representation: north, south, east, west, panhandle and central.
- -Demographic structure; a range from urban to rural.
- -District structure; a range from single college to single county school system, to single college to several county school systems.
- -Level of operation; a range from no operation to very complex operation.
- -Location of the designated vocational-technical center in the district.

Section II - Model Development

The model design phase consisted of three components: the development of the specific strategies by which councils would produce their models, a series of bi-weekly project staff workshops, and the actual development of the model operating procedures. At the project staff meetings, the facilitators and the University of South Florida staff developed a questionnaire containing questions concerning model content

and a resource guide with a wide range of alternatives for response to the questionnaire items included in Appendix A. The response of each council questionnaire included council goals, objectives, and the strategies for achieving these objectives, as well as the council preference for meeting arrangements and procedures. As a council responded to the questionnaire a model was being developed. Another advantage of the work sessions was the sharing of facilitator council-related experiences and ideas.

A useful feature of council operation was developed during this period of model building. Because council members were unable to spend unlimited hours on council business, most councils appointed a steering committee representing member institutions. This committee worked with the facilitator to develop goals, objectives, and operating procedures of the council and played a vital role in council organization and operation.

The appointment of steering committee members was very important, as one purpose of this committee was to document goals/objectives/strategies and operating procedures for council approval. One desirable approach was that the community college president and the district school superintendent(s) each appoint an institutional representative. This member provided two-way communication between each council member representing his institution and the committee. Such an arrangement saved time in council meetings because every council member and member institution had had the opportunity for input prior to the full council meeting. The evolving role of the steering committee was that the committee was the action group of each council. The facilitator had access to member institutions via the institutional representative on the steering committee as well as having direct access if he saw the need.

Section III - Project Staff Meetings

The project staff meetings and individual University of South Florida staff-facilitator contacts insured adequate communication between the University of South Florida and the six participating councils. Liaison with the Vocational Education Division of the Florida Department of Education (DOE) was maintained by the regular attendance of personnel from that Division at the scheduled project staff meetings.

Each pilot councils operating procedures were compiled by the facilitator and steering committee from the response to the questionnaire and then approved by the council. The six models were given to the members of each council and to the Department of education personnel and others attending the Project Conference in February, 1976.

Component B - Implementation and Evaluation Phase

Section I - Project Conference

The Project Conference was the initial major effort of the implementation phase. The implementation and the evaluation phases overlapped and to

some degree preliminary facets of the dissemination phase were concurrent with these.

The implementation phase was a process with several major milestones. First, the Project Conference was held to initiate the implementation of the models developed by the pilot councils. Workshops and presentations in the conference provided the pilot council members information concerning the implementation and evaluation of the models and other council-related interests. Presentations by the U. S. Office of Education, the Florida Department of Education and state legislators served to indicate the increasingly important role that the coordinating councils will play in the efforts to improve the quality of vocational education programs and the delivery of those programs.

The workshop held by the USF project staff in the conference, Planning-Implementation-Evaluation, consisted of a presentation that outlined the necessary sequential steps a council should go through to examine and prioritize its objectives and develop a specific plan of action to accomplish those objectives, included in Appendix B. The importance of making definite assignments and setting target dates for the completion of tasks was stressed. The vital role which documentation of all council planning and action plays in efficient and effective operation was emphasized and various written forms were distributed for consideration and suggested use by the councils. The self-evaluation of councils was also discussed and explained as an integral part of the ongoing cycle of operation for any self-renewing organization.

The presentations made at the conference by the Florida Department of Education and by Florida legislative personnel were of great value. Since the councils are responsible for reviewing and making recommendations about programs that are under the jurisdiction of the Department of Education divisions other than the Vocational Education Division, namely Adult Education and Community Instructional Services, the directors of the other three divisions* or their designees expressed their concern about the work of the project and that all the coordinating councils in the state become operational and/or more effective. The Commissioner's office was represented with a presentation expressing the interest and concern of the Commissioner and his staff. The Legislative personnel provided information about how they perceived the Florida Legislature's concern about coordinating councils, the outcome of the project and the importance of better coordination among educational institutions in the State.

Section II - Evaluation/Analysis Methods

The fourth project phase is evaluation. The project evaluation involves three major aspects that are outlined in the Project Evaluation Plan: (1) examination of the project processes for alteration as needed, (2) assisting councils to develop and implement a self-analysis system

* Divisions of Community Colleges, Public Schools, and Universities

in their models and (3) establishing an effectiveness rating comparing pilot councils with councils not in the project in terms of criteria defined for "effectiveness".

The evaluation phase, as outlined in 4.0 of the Project Plan includes four major accomplishments that cover the entire time span of the project. Initially the Evaluation Plan for the project was developed. It outlined objectives of the evaluation, determination of accomplishment of those objectives, and other information relating to accomplishment of these objectives. The Evaluation Plan, in addition to the three major objectives stated above, includes objectives to determine and define the evolving roles of the central staff, the facilitators and State Department of Education personnel involved with the project.

Secondly, the Project Plan called for the development of the evaluative instruments. The first instrument, the Questionnaire and Resource Guide, was for the developmental purpose of model construction. The construction of models that include council objectives established the baseline for improving council operation and effectiveness as defined by the criteria for effectiveness used in the original Status Study of the 28 Coordinating Councils in Florida by Danenburg (7).

Section III - Analysis of Council Operation

A major step in the implementation and evaluation phases was council examination and prioritization of council objectives and implementation of strategies to achieve those objectives. To initiate this step, each pilot council responded to the first of three Process Progress Inventories, included in Appendix B. The first inventory requested councils to prioritize objectives and to document plans of action to accomplish each objective.

The second Process Progress Inventory was administered three months after the first one. The councils were asked to re-examine each objective and to document any progress toward accomplishment of the objectives. They were also asked to consider each objective for its appropriateness and decide to keep it, alter it or drop it. The councils were to add any new objectives needed and to outline the plan of action for achieving those objectives.

The third Process Progress Inventory requested councils to examine each objective again and to document progress toward its accomplishment and to document its next steps toward that accomplishment. The third inventory also asked councils to examine operating procedures (by-laws) for appropriateness, make desired modification and state those changes in the final model.

The Process Progress Inventory served more than a single purpose. The three administrations were used as a means of refining or validating models developed by councils. An examination of objectives and strategies for appropriateness and progress at specified intervals

helped each council to identify desired or needed alterations and make those alterations with some degree of confidence based on inconsistencies in past operation.

The second major purpose of the inventory was to encourage councils not only to prioritize their objectives, but also to outline the tasks necessary to achieve the objectives and to allocate resources in terms of person power, facilities, time and dollars. The third purpose of the inventory was to have councils document criteria by which each of the objectives would be considered accomplished. This evaluation when reported in a specified manner back to the council for closure or for further consideration would constitute a feedback loop for systematic examination of council progress in goal/objective achievement.

The first two inventory responses were analyzed by the central staff, and a short questionnaire was developed to solicit the opinions of the facilitators as to the effectiveness of the inventory in relation to its purposes. Responses to the Process Progress Inventory Facilitator questionnaire showed that the inventory objectives were accomplished, as listed:

1. To initiate planning for accomplishing council's stated objectives.

2. To encourage the entire council to review its objectives and progress.

The councils' third inventory responses show the progress made on achievement of council objectives from the beginning of the implementation phase to the last reporting on the PPI. See Appendix B.

Section IV - Analysis of Council Effectiveness

The final step in the evaluation phase consists of one major aspect: the comparison of the pilot and non-pilot councils in terms of their operation and effectiveness. Council effectiveness is defined in terms of the set of criteria for effectiveness taken from the State Board of Education Rules for coordinating councils and used in the original Status Study of Coordinating Council Effectiveness by Danenburg (7).

The purpose of this evaluation was to assess the impact the project had on the operation of the six pilot councils in the project. It expected that the long-range effect of the project would be improved vocational education offerings in the affected delivery systems or counties and Community/Junior Colleges. However, these effects did not have time to occur during the operational life of the project, so that intermediate-range objectives of more efficient and effective council operations were studied.

Section V - Evaluation Questions

To focus the evaluation activities on areas of greatest concern, a series of evaluation questions are presented below. The evaluation directed its efforts toward finding answers to these questions. The evaluation questions allude to the results of an earlier study by Danenburg (7).

1. Do the six pilot councils demonstrate higher effectiveness ratings than those they demonstrated in Danenburg's effectiveness study prior to the project?

2. Are the pilot councils operating more effectively than their randomly selected matched counterpart councils?

3. What do the six pilot council facilitators view as the most significant gains in their council's operating procedures since the beginning of the project?

4. What do the six pilot council facilitators view as the most likely long-range effects of the project in their districts?

Section VI - Methodology

Two different methodologies were used to answer the four questions posed in the previous section-- one for questions 1 and 2, and another for questions 3 and 4. To simplify the presentation in this section, the methodologies will be described separately in two parts.

Part One

This methodology related to questions 1 and 2. It relied upon data collected by Danenburg (1975) in his study of coordinating council effectiveness. Using data from Danenburg's study as pre-data, a pre-post test control group design was used.

Sample Data were collected from two groups-- the six pilot councils (experimental group) and six randomly selected councils (control group). To identify the six control councils, each council was placed in a category with one of the six pilot councils on the basis of relevant criteria developed by the project staff. Subsequently, one control council was randomly selected from each group for matching with the corresponding pilot council.

Instruments The instrument used is the same effectiveness rating scale used by Danenburg. This instrument is applied to the minutes of councils and yields scores from 0 to 10.

Procedures The six control councils were identified as described previously. Minutes from the experimental and control councils were collected. The minutes were analyzed and rated by the same rater who performed that function in the Danenburg study. The rater was not told which councils were in the project and which were not in the project.

Data Analysis When dealing with data from small groups (n=6), it is important to look for individual as well as group differences to assure that large changes in one element (i.e. one council) in a group do not distort group averages. Consequently, the data were analyzed in three ways as follows:

1. Pilot and control councils were compared in terms of the number of councils in each group which either maintained, gained, or dropped from their earlier rating.

2. A distribution of the magnitude and direction of changes for the two groups was compared.

3. The average gains in ratings for the two groups were compared.

Part Two

This methodology relates to questions 3 and 4.

Sample Data were collected from the six pilot council facilitators.

Instruments An open ended questionnaire was developed to elicit from facilitators actual changes and anticipated changes related to the project.

Procedures The questionnaire was developed and mailed to each facilitator with an accompanying cover letter. Upon receiving the returns they were summarized by the evaluators.

Data Analysis Data analysis consists of descriptive summarization.

Section VII - The Delphi Process for Recommendations

Part of the responsibilities of the Coordinating Council Development Project staff was to develop a set of recommendations related to the

operation of coordinating councils in Florida. A committee of facilitators was assembled to formulate a plan for developing project recommendations. That committee recommended that maximum input be sought and that a Delphi approach be used in collecting data for making project recommendations. The six pilot council facilitators accepted the committee recommendations and asked one project evaluator to develop and implement the necessary procedures. The evaluator's report, included in Appendix C, presents the methodology which was used and the results of the application of that methodology.

RESULTS

The project has several products in addition to the reporting of pilot council effectiveness: the six validated models, a resource document for use in the dissemination process, and a plan for the dissemination and diffusion of the project results. These items were produced to be used as aids in implementing effective operational procedures in other councils.

Section I - Council Effectiveness Comparisons

Consistent with the treatment given in the methodology section, the results will be presented in two separate parts. Part I will deal with the comparison of council effectiveness ratings, and Part II will address itself to the pilot facilitators' views of project impact.

Part I

This part focuses on the first two evaluation questions posited in Section 1.0. Table 1 shows the pre-rating, post-rating and difference scores for each of the six pilot councils and six control councils.

TABLE 1. RATING RESULTS FOR PILOT AND CONTROL COUNCILS

Council	Pre-rating	Post-rating	Difference
P*1	2.5	3.5	1.0
P2	5.5	6.0	0.5
P3	0.0	2.0	2.0
P4	5.5	6.0	0.5
P5	3.0	4.5	1.5
P6	4.0	4.0	0.0
C*1	2.0	0.0	-2.0
C2	3.5	2.5	-1.0
C3	2.5	3.0	0.5
C4	0.0	4.0	4.0
C5	0.0	2.5	2.5
C6	5.5	4.5	-1.0

*P = Pilot; C = Control

A review of the last column in Table 1 indicates that 5 of the 6 pilot councils improved their rating after the project, and none decreased its rating. For control councils, 3 of the 6 improved their ratings, but 3 of the 6 decreased in rating after the project.

Table 2 shows the average score for each group on the two ratings and the difference scores.

TABLE 2. AVERAGE RATINGS AND DIFFFRENCE SCORES FOR PILOT AND CONTROL COUNCILS

Group	Pre-rating	Post-rating	Difference
Pilot	3.42	4.33	.92
Control	2.25	2.75	.50

Note that even though the control councils had lower ratings on the pre-measure and consequently greater room for improvement, the average gain was substantially greater for the pilot councils. It should also be noted that nearly all of the pilot councils showed very similar gains, and that .92 is representative of the actual gains made by each of the pilot councils. However, the gain made by one control council (C4) is very large, and contributes inordinately to the average gain for control councils. (If C4 were eliminated from consideration, the other five control councils would have an average loss of .2 instead of an average gain of .5. If the highest gaining pilot council were similarly eliminated, the average gain for pilot councils would still be .7.)

In general, these results tend to indicate that the pilot councils showed significantly more consistent improvement in effectiveness ratings than did the control councils. It should also be taken into consideration that improvements in effectiveness ratings for control councils may result from the utilization of project information.

Part II

This part focuses on the last two evaluation questions posited in Section 1.0. Appendix C includes a verbatim account of the responses received on the questionnaire. Results from Part II support the conclusions arrived at in analyzing Part I data, in that all of the respondents were able to list several changes in operating procedures attributable to the project. All respondents anticipated positive long-range results.

Section II - Validated Models

Each council's model was validated in the sense of being a justifiable plan and method of operation for that council. The Process Progress Inventories enable each council to systematically examine and refine its model to insure that the final model is usable and meaningful, and will enable the council to serve its intended purpose. The models are in Appendix D.

Section III - Resource Document

The resource document, Out In Front, was developed

by a project staff committee and will be published and used by the Florida Department of Education, Vocational Education Division in the final dissemination/diffusion of the project results. The document should serve two purposes: (1) to provide a framework by which coordinating councils can establish the necessary goals, objectives, and organizational structure to become operational and (2) serve as a resource to assist functioning councils in refining their organizational procedures.

Section IV - Dissemination-Diffusion

The dissemination of project information began early in the project in various forms. A project brochure was sent to all coordinating council chairpersons, community college presidents and school superintendents in the state, and to all State Departments of Education in the other 49 states. On request, other project documents (i.e. written articles, progress reports and other pertinent documentation) were circulated. Several articles have been published in state and national journals (list included in Appendix H).

The project central staff has made presentations at various local and national conferences (list included in Appendix H).

A recommended plan for disseminating the results of the project was developed by project staff and Florida Department of Education personnel, Appendix F. Time limitations in implementing and evaluating coordinating council operation forced the final dissemination beyond the project ending date. The Vocational Education Division of the Florida Department of Education will be responsible for the final dissemination.

Section V - Conclusions

Council Effectiveness

Participation by the pilot councils in the Coordinating Council Development Project resulted in an improvement of their operational effectiveness as demonstrated by empirical evidence and perceptions of the project staff.

Validated Models

While the six models offer tested prescriptions for other councils in Florida to carefully consider, the more valuable project outcome may be the process (Questionnaire and Resource Guide (QRG) by which other councils may develop their own procedures.

Council Self-Evaluation

The Process Progress Inventory (PPI) was a useful instrument/tool in refining and improving the pilot councils' goals and operating procedures. This instrument provides another resource for other councils to consider in refining/improving their procedures, goals and objectives.

Generalizable Procedures

While circumstances vary among the six pilot councils, based on geographic, political, and economic factors, there is substantial agreement on the desirability of instituting certain council operating procedures. These procedures are described in the recommendations section of this report.

Future Research

Because of the limited time span of the project it was not possible to assess the long term improvement of vocational education and other related programs resulting from implementation of the council models. There is a need for longitudinal study of these effects.

Interaction

For the most part the interactions of the councils, the facilitators, the USF staff, consultants, and the Department of Education were highly constructive and synergistic.

Section VI - Recommendations

Recommendations listed below were derived from the experiences and conclusions of those closest to the project, namely the pilot coordinating council members, the project staff and Florida Department of Education project liaison staff members. The Delphi process (described in Appendix C) was employed to build a greater concensus among this group regarding the nature of these recommendations. The project manager combined and expanded some of the statements to improve their clarity.

The Delphi-derived recommendations are arranged by category. In each category the recommendations are listed in the priority of order of Delphi rankings.

Composition

1. To the extent possible there should exist a degree of local option in deciding upon the addition of members to coordinating councils.

2. Council membership should include representation from the area Vocational-Technical Center.

3. An Advisory Committee to councils should be appointed. Membership should minimally include the State Employment Service Directors, CETA Directors, Educational Television Station Manager, Regional Vocational Director, Community School Directors, Career Education Directors, representatives of private secondary and post-secondary institutions and representatives from business and industry. This committee should be appointed by and report at least quarterly to the council.

4. Council composition should include a representative of the State university assigned to serve the continuing education needs of that district(s).

Staffing

5. Provision should be made for the support service needs of councils. Depending upon the complexity of the council's work, there is a variable need for administrative and clerical personnel. The council should specify the duties and responsibilities of these personnel.

6. Where possible, council staff members should be on loan from member institutions.

7. Council personnel should be paid through a formal sharing agreement among the boards of the member institutions.

8. As one means of sharing the leadership, the chairpersonship of the council should rotate among the school and college districts.

Duties and Responsibilities

9. Financial responsibility within Council Districts should remain in the hands of the autonomous local boards, with council responsibility remaining one of making recommendations where applicable.

10. Councils should prepare one and five year planning documents reflecting labor market data, student interests, and program completions.

11. The councils should assume a responsibility for articulation between secondary and post secondary educational institutions. Formal articulation agreements should be recommended to district boards.

12. The basic responsibilities should remain as already specified by state rule (regulation).

13. Councils should review placement and follow-up data on all school and college programs.

14. Councils should be a vehicle for interchanging equipment, facilities and faculties for optimal utilization of resources.

15. Councils should recommend cooperative staff development programs for school and college district personnel.

16. Federal vocational education funds (via Department of Education) should flow only to projects approved by councils.

Council Operating Procedures

17. Coordinating councils should manage themselves in an organizationally effective manner. Organizational effectiveness is illustrated by:

    a. Setting and circulating an annual calendar of meeting dates and places.

    b. Preparing and distributing agendas well in advance of meetings.

    c. Promptly preparing and circulating minutes of meetings.

    d. Holding meetings at regular intervals.

18. As a means of institutionalizing organizational effectiveness, written operating procedures, including by-laws, should be prepared and adopted by councils.

19. Developing coordinating councils should use the Questionnaire and Resource Guide (QRG) (Appendix A) as a means of formulating their stated goals, philosophy and operating procedures.

20. A steering committee , composed of one representative of each institutional member should be appointed to finalize agendas, determine institutional positions and serve as a communication link between institutions.

21. In order to avoid binding member institutions, council decisions should be made by consensus or on a unanimous vote rather than a majority vote.

22. Minutes of council meetings should be sent to school and college board members,

Authority to Affect Decision Making

23. Councils should serve as recommending bodies with no policy decision-making ability.

24. Councils should have no policy decision-making ability, but be able to seek a review by the Commissioner of Education if its recommendations are totally ignored by a school or college district.

25. At the district level, councils should have decision making responsibility where decisions are administrative (as opposed to policy) or procedural in nature.

Relationship of Department of Education

26. Continuing technical assistance on council organizational development should be provided by competent personnel in the Department of Education and/or other appropriate institutions.

27. The councils should continue to make recommendations to appropriate divisions of Department of Education.

28. The Department of Education should establish coordinating council areas as planning areas for vocational education, adult general education and community instructional services.

29. The Department of Education should provide leadership to councils.

30. The Department of Education should be called in to arbitrate stalemates occurring in the councils.

31. A State council composed of the four Department of Education division directors, chaired by the commissioner, should periodically review district council progress and problems, and prepare an annual status report.

Relationship to Other Agencies and Councils

32. Councils should seek input from local, state, and federal agencies as needed.

33. A statewide communication link among coordinating councils should be established. Examples might be statewide meetings for council chairpersons or for council staff (Facilitators/ Executive Secretaries/Executive Directors).

34. Continuing committees on selected education specializations, e.g. Business Education, Health Occupational Education, Community Instructional Services, etc., should be appointed with one or more institutional members. These committees should be charged with periodically bringing status reports and recommendations to the council.

State Rules Enforcement

35. The existence of coordinating councils in each district should be enforced.

36. Improved enforcement of current rules (regulations) governing councils should occur.

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3. State of Florida, House of Representatives. "Vocational Education Report," March, 1970. Report prepared by Special Vocational Education Subcommittee, Kenneth H. MacKay, Jr., Chairman.

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6. _____, State Administration of Vocational Education: Information Sources; Bibliography Series No. 21, Columbus, Ohio, Ohio State University Center for Vocational Education, Compiled by Joel H. Magisos and Paul E. Schroeder.

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APPENDIX A

Project Plan Flow Chart

Questionnaire and Resource Guide

Model Implementation

FLORIDA VOCATIONAL AND ADULT EDUCATION

AND COMMUNITY INSTRUCTIONAL SERVICES

COORDINATING COUNCIL DEVELOPMENT PROJECT

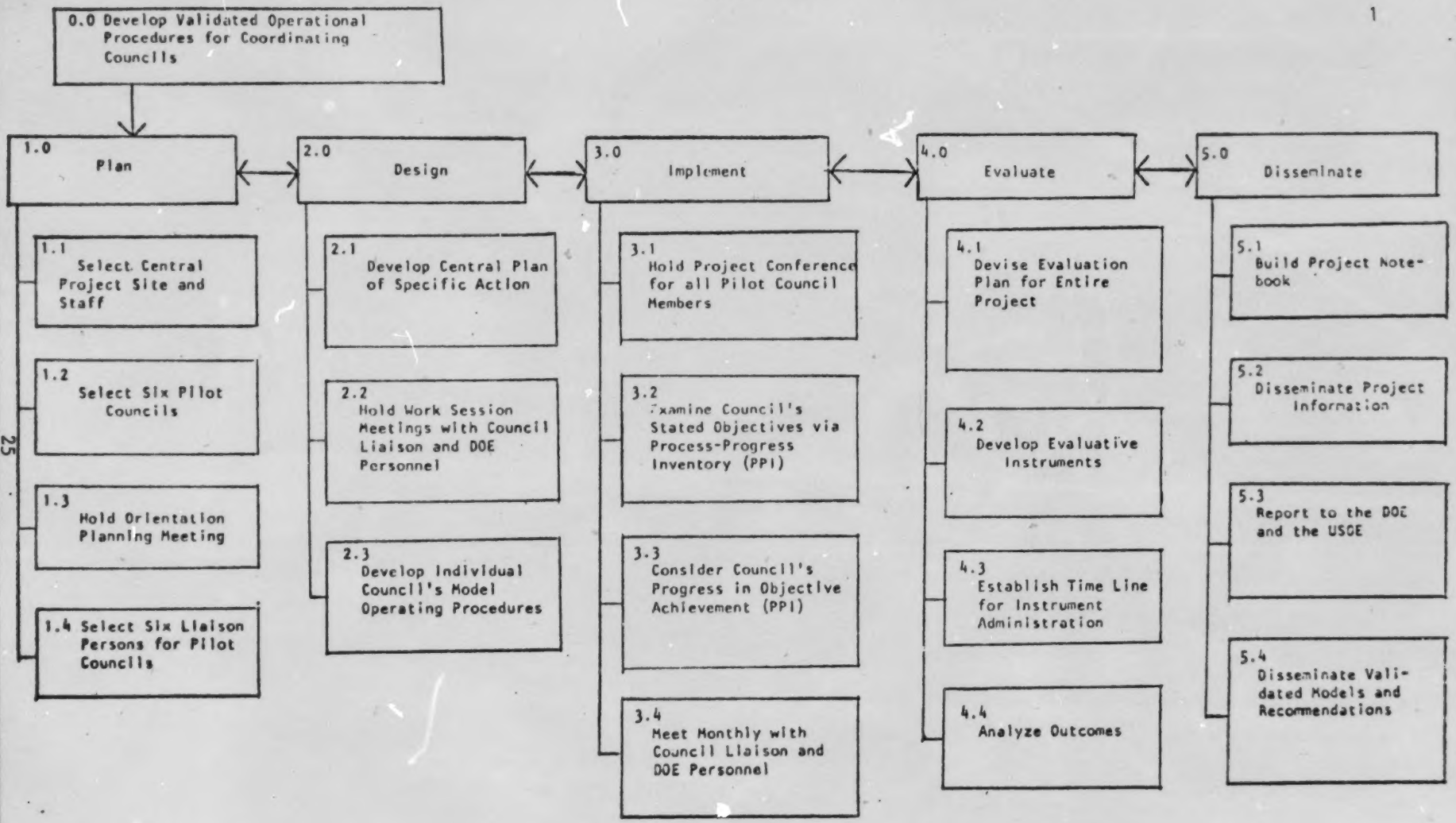
BREAKDOWN OF PROJECT OPERATION

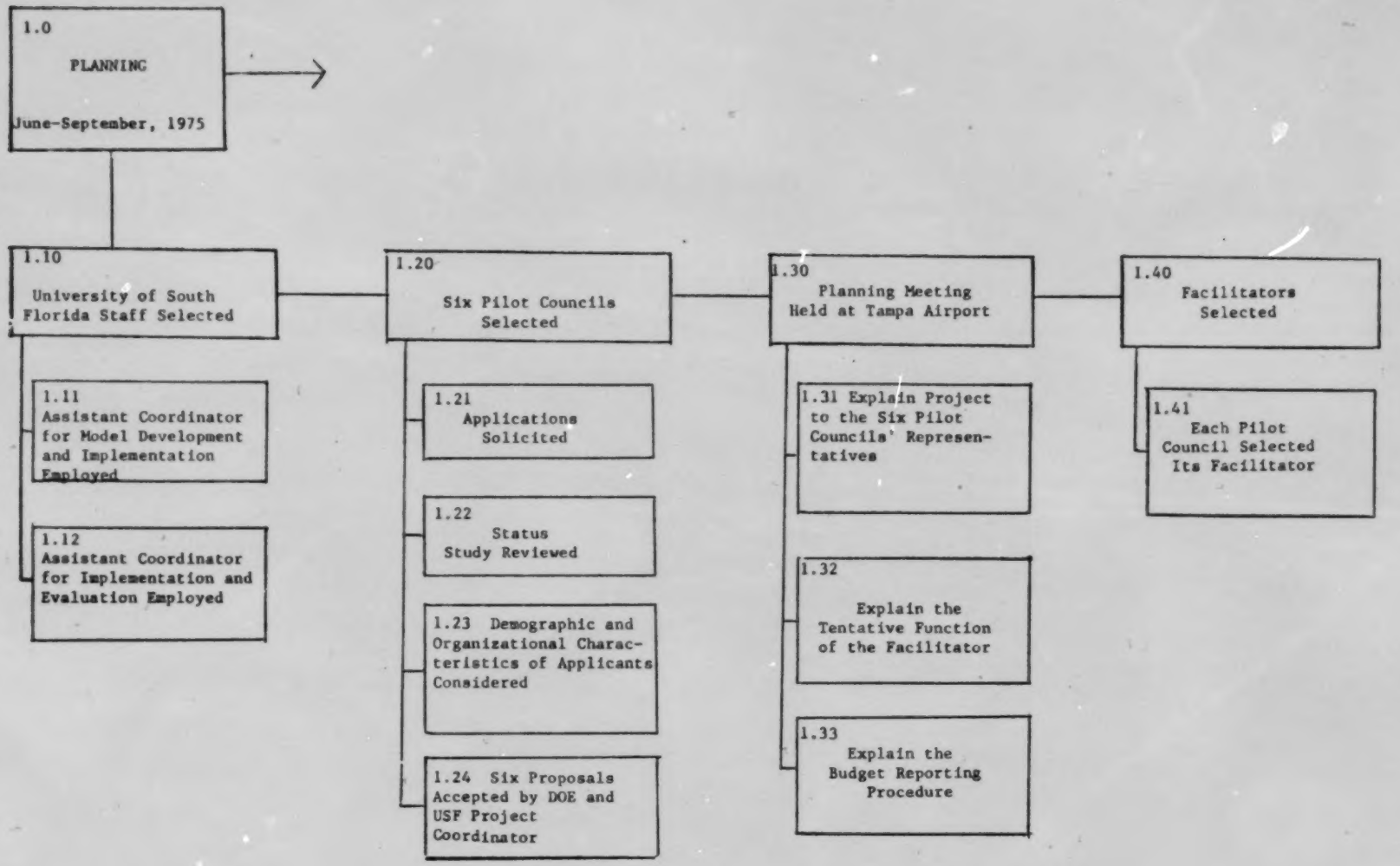
INTRODUCTION

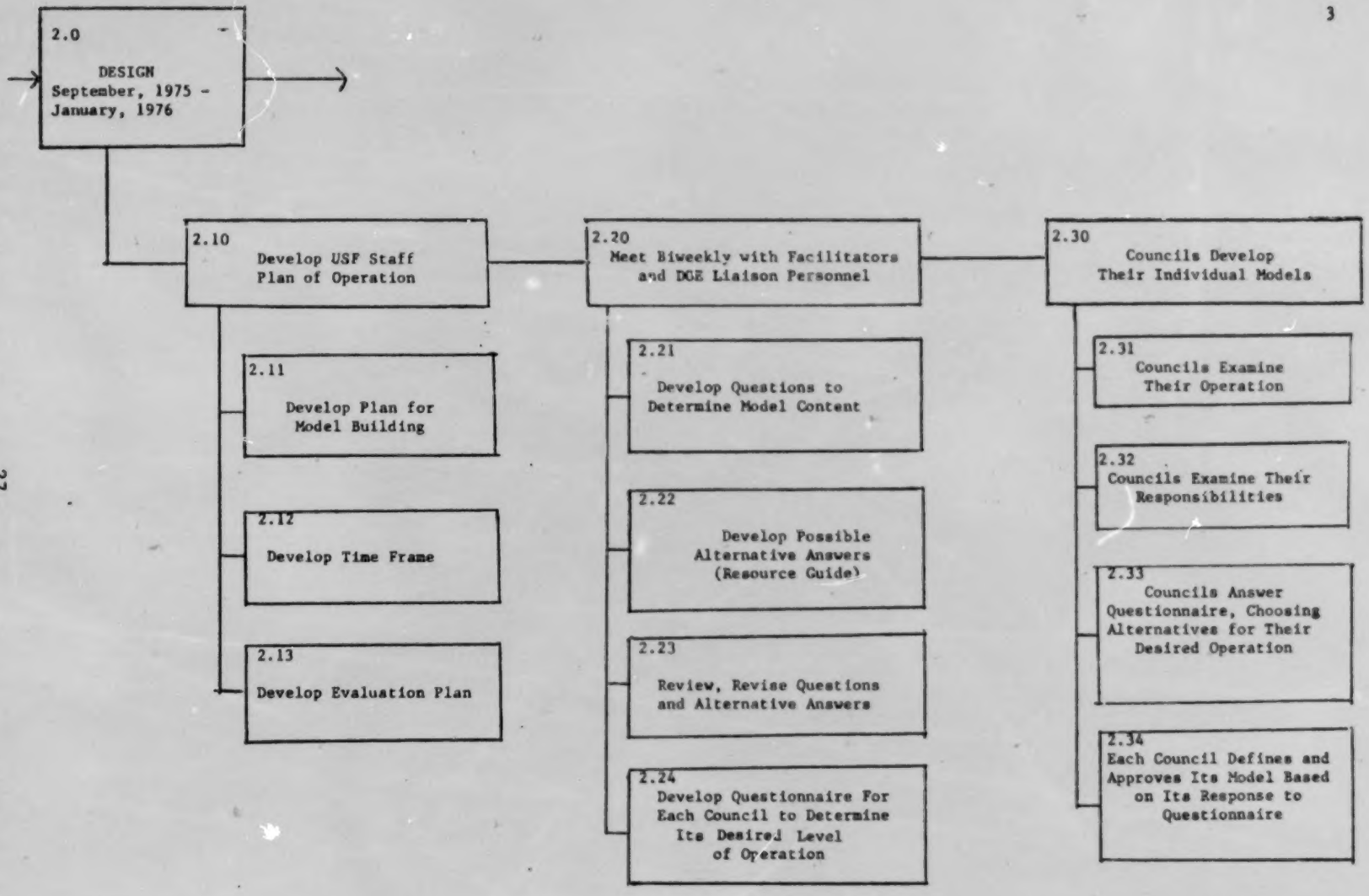
Every phase of this project is a complex overlapping of parts of all the phases. This breakdown is a very general statement of the major milestones. The explicit strategies (activities) necessary for each of the stated milestones are outlined in other documentation contained in the Project Notebook.

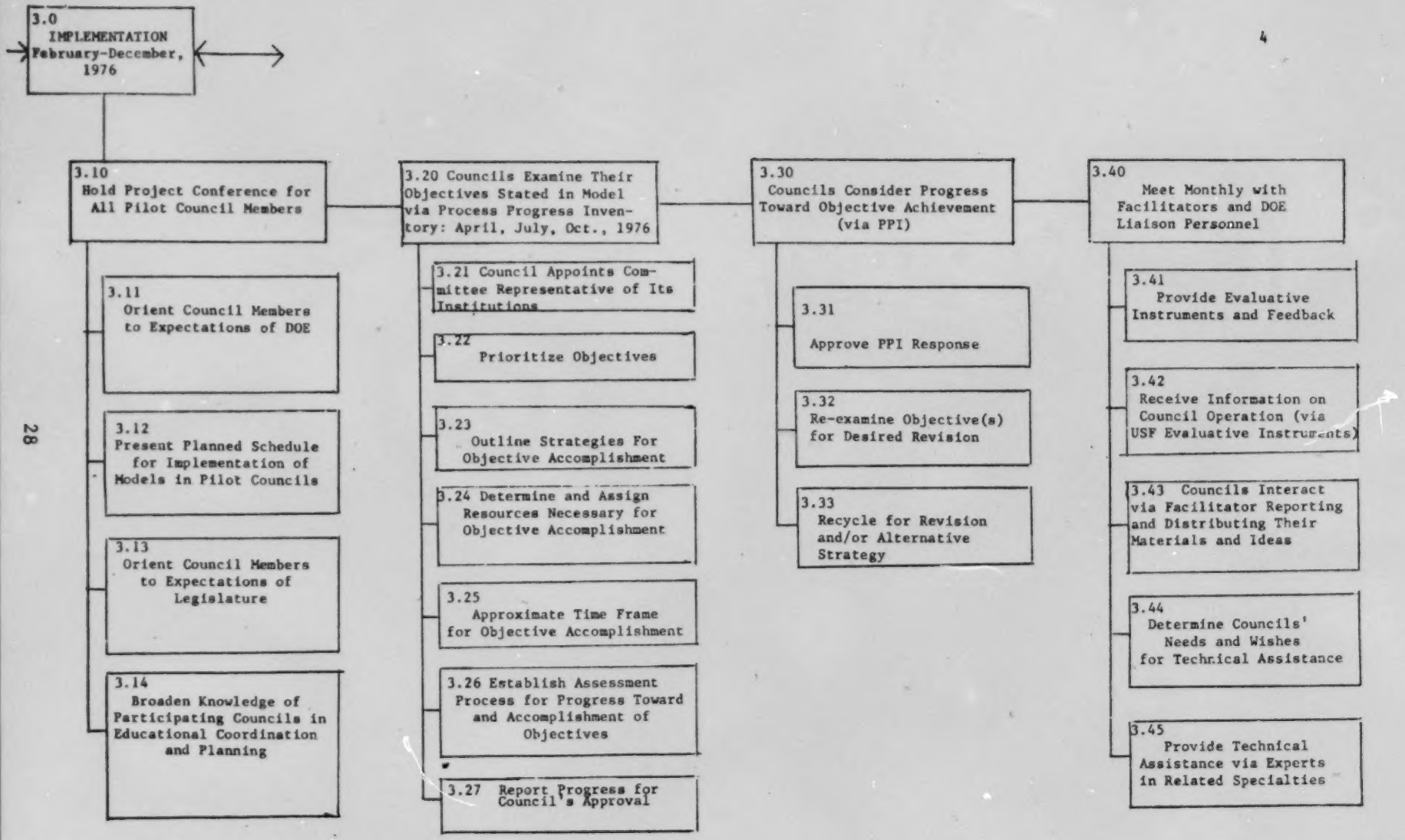
RS - 3/22/76

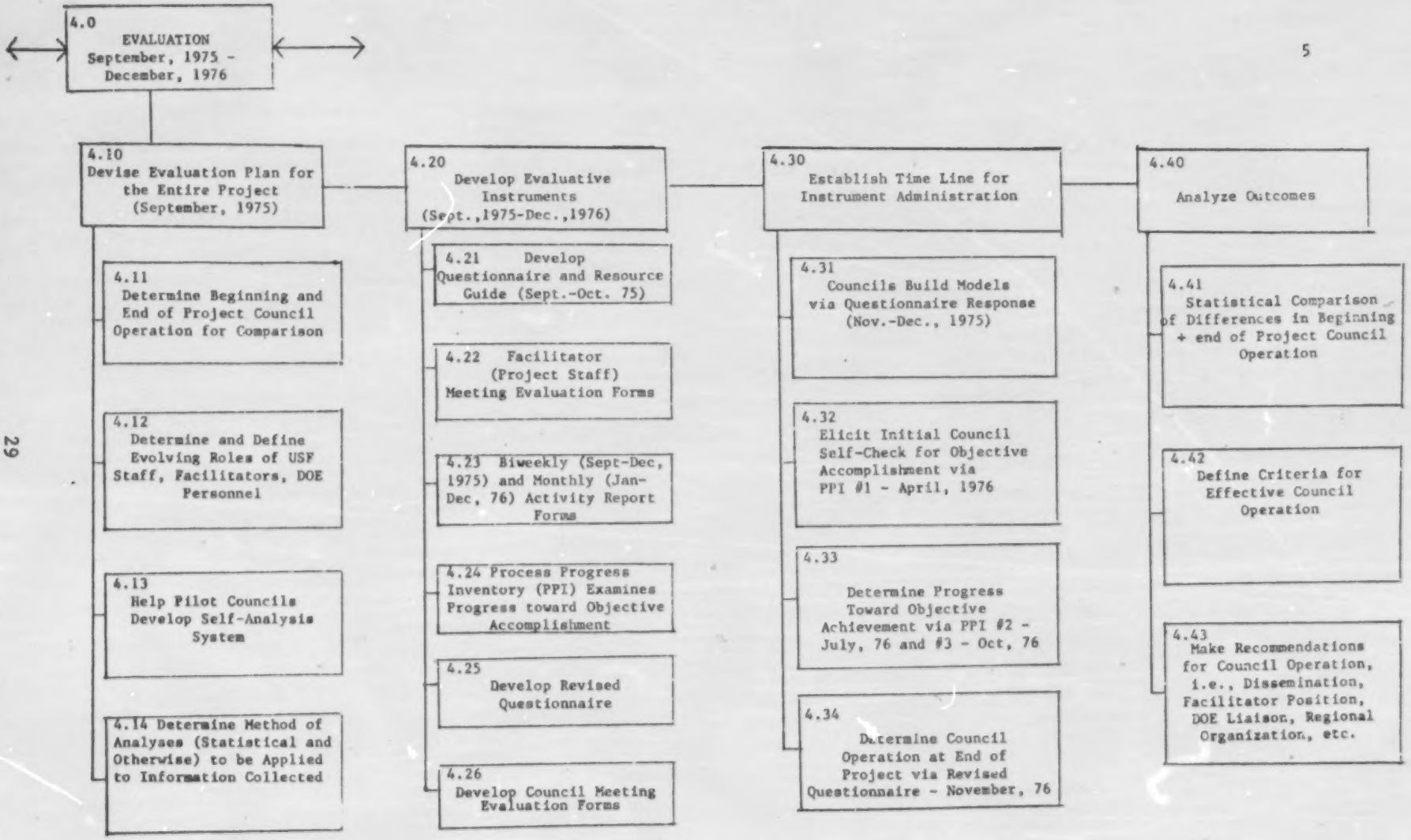
FIGURE 1

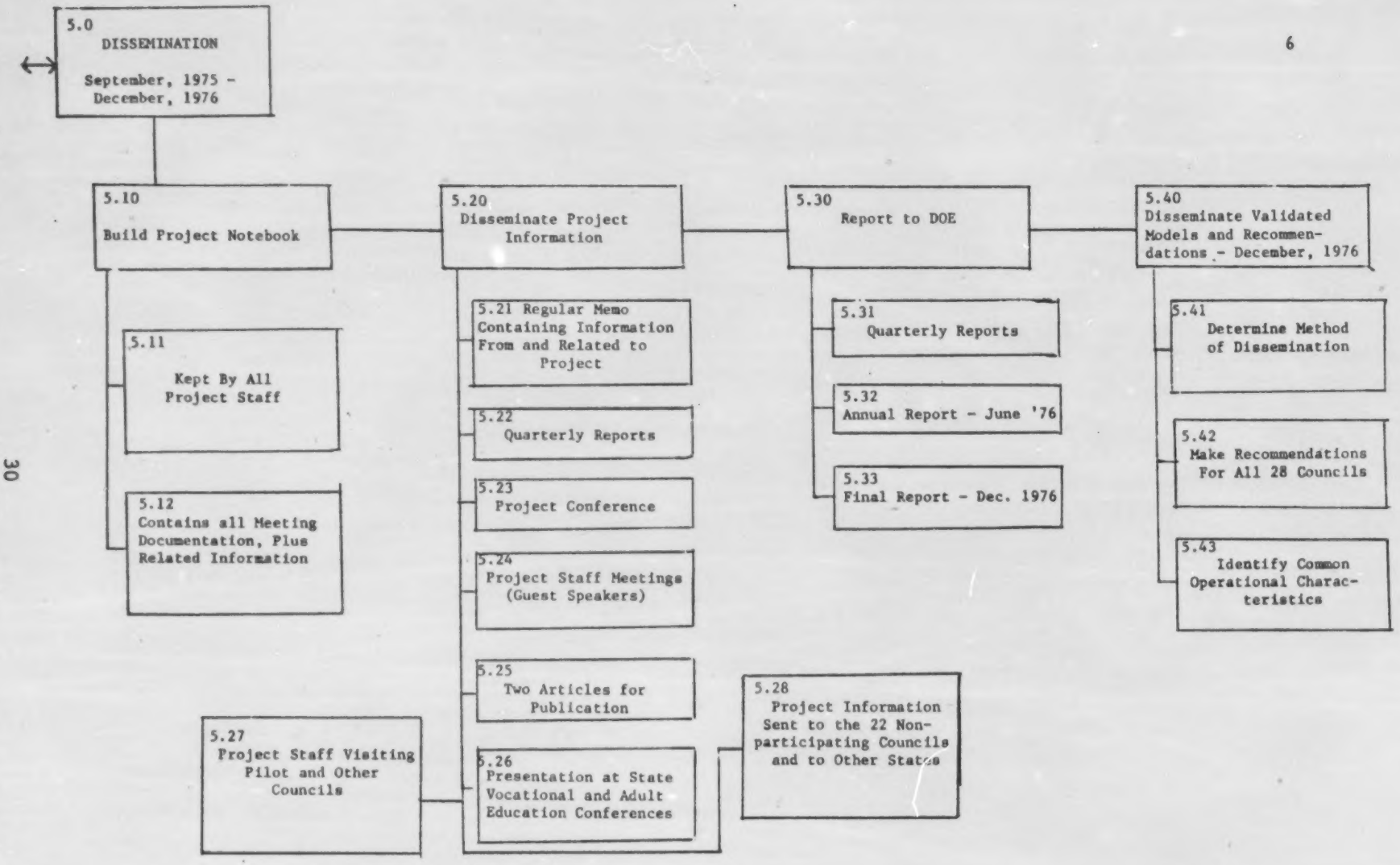

0.0 Develop Validated Operational Procedures for Coordinating Councils
1.0 Plan
2.0 Design
3.0 Implement
4.0 Evaluate
5.0 Disseminate
1.1 Select Central Project Site and Staff
1.2 Select Six Pilot Councils
1.3 Hold Orientation Planning Meeting
1.4 Select Six Liaison Persons for Pilot Councils
2.1 Develop Central Plan of Specific Action
2.2 Hold Work Session Meetings with Council Liaison and DOE Personnel
2.3 Develop Individual Council's Model Operating Procedures
3.1 Hold Project Conference for all Pilot Council Members
3.2 Examine Council's Stated Objectives via Process-Progress Inventory (PPI)
3.3 Consider Council's Progress in Objective Achievement (PPI)
3.4 Meet Monthly with Council Liaison and DOE Personnel
4.1 Devise Evaluation Plan for Entire Project
4.2 Develop Evaluative Instruments
4.3 Establish Time Line for Instrument Administration
4.4 Analyze Outcomes
5.1 Build Project Notebook
5.2 Disseminate Project Information
5.3 Report to the DOE and the USOE
5.4 Disseminate Validated Models and Recommendations


1.0
PLANNING
June-September, 1975
1.10
University of South Florida Staff Selected
1.11
Assistant Coordinator for Model Development and Implementation Employed
1.12
Assistant Coordinator for Implementation and Evaluation Employed
1.20
Six Pilot Councils Selected
1.21
Applications Solicited
1.22
Status Study Reviewed
1.23 Demographic and Organizational Characteristics of Applicants Considered
1.24 Six Proposals Accepted by DOE and USF Project Coordinator
1.30
Planning Meeting Held at Tampa Airport
1.31 Explain Project to the Six Pilot Councils' Representatives
1.32
Explain the Tentative Function of the Facilitator
1.33
Explain the Budget Reporting Procedure
1.40
Facilitators Selected
1.41
Each Pilot Council Selected Its Facilitator


2.0
DESIGN
September, 1975 - January, 1976
2.10
Develop USF Staff Plan of Operation
2.11
Develop Plan for Model Building
2.12
Develop Time Frame
2.13
Develop Evaluation Plan
2.20
Meet Biweekly with Facilitators and DOE Liaison Personnel
2.21
Develop Questions to Determine Model Content
2.22
Develop Possible Alternative Answers (Resource Guide)
2.23
Review, Revise Questions and Alternative Answers
2.24
Develop Questionnaire For Each Council to Determine Its Desired Level of Operation
2.30
Councils Develop Their Individual Models
2.31
Councils Examine Their Operation
2.32
Councils Examine Their Responsibilities
2.33
Councils Answer Questionnaire, Choosing Alternatives for Their Desired Operation
2.34
Each Council Defines and Approves Its Model Based on Its Response to Questionnaire


3.0 IMPLEMENTATION February-December, 1976
3.10 Hold Project Conference for All Pilot Council Members
3.11 Orient Council Members to Expectations of DOE
3.12 Present Planned Schedule for Implementation of Models in Pilot Councils
3.13 Orient Council Members to Expectations of Legislature
3.14 Broaden Knowledge of Participating Councils in Educational Coordination and Planning
3.20 Councils Examine Their Objectives Stated in Model via Process Progress Inventory: April, July, Oct., 1976
3.21 Council Appoints Committee Representative of Its Institutions
3.22 Prioritize Objectives
3.23 Outline Strategies For Objective Accomplishment
3.24 Determine and Assign Resources Necessary for Objective Accomplishment
3.25 Approximate Time Frame for Objective Accomplishment
3.26 Establish Assessment Process for Progress Toward and Accomplishment of Objectives
3.27 Report Progress for Council's Approval
3.30 Councils Consider Progress Toward Objective Achievement (via PPI)
3.31 Approve PPI Response
3.32 Re-examine Objective(s) for Desired Revision
3.33 Recycle for Revision and/or Alternative Strategy
3.40 Meet Monthly with Facilitators and DOE Liaison Personnel
3.41 Provide Evaluative Instruments and Feedback
3.42 Receive Information on Council Operation (via USF Evaluative Instruments)
3.43 Councils Interact via Facilitator Reporting and Distributing Their Materials and Ideas
3.44 Determine Councils' Needs and Wishes for Technical Assistance
3.45 Provide Technical Assistance via Experts in Related Specialties


4.0
EVALUATION
September, 1975 - December, 1976
4.10
Devise Evaluation Plan for the Entire Project (September, 1975)
4.11
Determine Beginning and End of Project Council Operation for Comparison
4.12
Determine and Define Evolving Roles of USF Staff, Facilitators, DOE Personnel
4.13
Help Pilot Councils Develop Self-Analysis System
4.14 Determine Method of Analyses (Statistical and Otherwise) to be Applied to Information Collected
4.20
Develop Evaluative Instruments (Sept.,1975-Dec.,1976)
4.21 Develop Questionnaire and Resource Guide (Sept.-Oct. 75)
4.22 Facilitator (Project Staff) Meeting Evaluation Forms
4.23 Biweekly (Sept-Dec, 1975) and Monthly (Jan-Dec, 76) Activity Report Forms
4.24 Process Progress Inventory (PPI) Examines Progress toward Objective Accomplishment
4.25
Develop Revised Questionnaire
4.26
Develop Council Meeting Evaluation Forms
4.30
Establish Time Line for Instrument Administration
4.31
Councils Build Models via Questionnaire Response (Nov.-Dec., 1975)
4.32
Elicit Initial Council Self-Check for Objective Accomplishment via PPI #1 - April, 1976
4.33
Determine Progress Toward Objective Achievement via PPI #2 - July, 76 and #3 - Oct, 76
4.34
Determine Council Operation at End of Project via Revised Questionnaire - November, 76
4.40
Analyze Outcomes
4.41
Statistical Comparison of Differences in Beginning + end of Project Council Operation
4.42
Define Criteria for Effective Council Operation
4.43
Make Recommendations for Council Operation, i.e., Dissemination, Facilitator Position, DOE Liaison, Regional Organization, etc.


5.0
DISSEMINATION
September, 1975 - December, 1976
5.10
Build Project Notebook
5.11
Kept By All Project Staff
5.12
Contains all Meeting Documentation, Plus Related Information
5.20
Disseminate Project Information
5.21 Regular Memo Containing Information From and Related to Project
5.22
Quarterly Reports
5.23
Project Conference
5.24
Project Staff Meetings (Guest Speakers)
5.25
Two Articles for Publication
5.26
Presentation at State Vocational and Adult Education Conferences
5.27
Project Staff Visiting Pilot and Other Councils
5.28
Project Information Sent to the 22 Non-participating Councils and to Other States
5.30
Report to DOE
5.31
Quarterly Reports
5.32
Annual Report - June '76
5.33
Final Report - Dec. 1976
5.40
Disseminate Validated Models and Recommendations - December, 1976
5.41
Determine Method of Dissemination
5.42
Make Recommendations For All 28 Councils
5.43
Identify Common Operational Characteristics

QUESTIONNAIRE AND RESOURCE GUIDE (QRG)

TO DETERMINE COORDINATING COUNCIL OPERATING PROCEDURES

This instrument is intended to aid the Coordinating Council to develop new procedures or to refine its existing procedures. In each question asking present and future procedures, the Council should answer the former for the present period and the latter based on what the Council believes should be its future procedure.

PHILOSOPHY

A. (Does) (Should) the Coordinating Council have a written philosophy?

B. How was the philosophy developed?

C. (Has) (Should) the philosophy (been) (be) reviewed and revised when needed? Periodically?

D. Has the philosophy been disseminated to all persons/groups concerned with Council operations and actions? To whom (has) (should) the philosophy (been) (be) disseminated?

GOALS, OBJECTIVES, STRATEGIES

A. What (are) (should) the written goals/objectives/ strategies of Coordinating Council (be)? Copies should be available for Council review.

B. How were the goals/objectives/strategies developed?

C. Are the goals/objectives/strategies consistent with the written philosophy of the Coordinating Council?

D. Are Coordinating Council actions consistent with the written goals/objectives/strategies? What are the procedures used to review Council actions in light of goals/objectives/strategies?

E. (Have) (Should) procedures (been) (be) developed to review and revise goals/objectives/strategies? If yes (to either question) define the procedures.

F. Have Coordinating Council goals/objectives/strategies been disseminated to all persons/groups concerned with Council operations and actions? To whom (have) (should) the goals/objectives/strategies (been) (be) disseminated?

CONSTITUTIONS, BY-LAWS

A. (Have) (Should) a set of by-laws or a constitution (been) (be) adopted by the Council? If yes (to either question) a copy should be made available to the Council membership for review.

MEMBERSHIP

A. Who (are the) (should be) institutional members of the Coordinating Council?

B. (Are) (Should) there (be) additional members besides those required institutional members. If yes, which institutions/ groups/offices should be represented?

C. How (are) (should) the additional members be chosen?

D. What (is) (should) the term of office of the additional members (be)?

F. What (are) (should) the duties of additional members (be)?

ORGANIZATIONAL STRUCTURE

A. (are there) (Should there be) persons or groups with specific designated duties? (i.e. chairman, secretary, standing committees, ad hoc committees, advisory committees).

B. How (are) (should) these persons or groups (be) assigned their specific designated duties?

C. What duties (do) (should) these persons or groups perform?

D. (Are) (Should) these duties (be) temporary or permanent?

E. (Do) (Should) the persons or groups have official titles? If yes, these should be listed and defined.

F. (Are) (Should) member institutions (be) assigned specific responsibilities? If yes, the member institutions and their assigned duties should be listed.

MEETING SCHEDULES

A. (Is there) (Should there be) a standard established meeting schedule and meeting location?

B. How and by whom (are) (should) the schedules and locations (be) set?

C. How far in advance (are) (should) the schedules (be) set?

D. What procedures (are there) (should there be) to call special meetings?

E. (Are) (Should) the meeting schedules and locations (be) published or advertised? What procedures (are) (should be) used to disseminate meeting schedules and locations?

AGENDA

A. (Are) (Should) agendas (be) prepared?

B. How and by whom (are) (should) the agendas (be) prepared?

C. How far in advance of the meeting (are) (should) the agendas be prepared?

D. (Are) (Should) agendas be open or closed? What is the process used to make changes in the agenda?

E. (Are) (Should) agendas (be) published or advertised? What procedures (are) (should be) used to disseminate agendas?

F. (Is) (Should) information concerning agenda items (be) sent to Council members prior to the meetings?

MINUTES

A. (Are) (Should) minutes of Council and committee meetings (be) prepared?

B. How and by whom (are) (should) the minutes (be) prepared?

C. (Are) (Should) the minutes (be) published or advertised? What procedures (are) (should be) used to disseminate the minutes?

QUORUM AND VOTING

A. What (constitutes) (should constitute) a quorum?

B. (Are) (Should) proxies (be) allowed? If yes, circumstances should be defined.

C. What fraction of the total membership (is) (should be) necessary to pass on motions (to make decisions)?

D. (Are there) (Should there be) special voting procedures for special circumstances? If yes, circumstances and procedures should be described.

IMPLEMENTATION PROCESSES

Management of Data/Information

A. What data (is) (should be) collected by the Coordinating Councils? (i.e. needs assessment, demographic studies, facility usage, student transfer career information.)

B. How (is) (should) it (be) decided which data is needed? How (are) (should) priorities for collection (be) set?

C. Who (collects) (should collect) data needed by the Coordinating Council?

D. What procedures (are) (should be) used to collect data?

E. What procedures (are) (should be) used to analyze data? Who should analyze data?

F. In what form (is) (should) data (be) presented to the Council? Who (decides) (should decide) what data is to be presented? Who (presents) (should present) the data needed by the Council?

G. What information (is) (should be) disseminated by the Council? Who (disseminates) (should disseminate) informationfor the Council?

DECISION-MAKING PROCESS

A. What types of decisions (are) (should be) made by the Coordinating Councils?

B. What processes (are) (should be) used to arrive at decisions?

C. What (are) (should) the procedures (be) used to amend or alter decisions/recommendations?

D. What procedures (are) (should be) used to carry out decisions and recommendations of the Council?

E. How (are) (should) recommendations/decisions (be) implemented?

F. How (are) (should) the effects of decisions (be) evaluated?

EVALUATION PROCESSES

A. Who (evaluates) (should evaluate) Council Effectiveness and procedures?

B. (Is there) (Should there be) a self-evaluation process?

C. What procedures (are) (should be) used to evaluate Council effectiveness of Council operations?

D. (Is there) (Should there be) a feedback process from member institutions?

E. What procedures (are) (should be) used to refine or revise Council operations in light of feedback and evaluation?

COMPONENTS	QUESTIONS	EXAMPLES
I. State Department of Education Regulations 6A-6.67 & 6A-14.37	Should 6A-6.67 and 6A-14.37 be revised? What revisions does your council recommend? What additions to the Regulations are necessary for local coordination? What deletions?	(See attachments) 6A-6.67 & 6A-14.37
II. Philosophy	Is there a written philosophy for the Coordinating Council? If so, attach a copy. How was the philosophy developed? Is the philosophy clear and concise? Is there general acceptance and approval by the Coordinating Council? Is the philosophy reviewed and revised as needed? Are Council actions consistent with the philosophy? Has the philosophy been disseminated to all parties concerned with Council operation and actions?	This Council is committed to the task of providing a well-coordinated and articulated program of vocational/ technical, general adult, and community services instructional education to meet the established needs of the citizens of Broward County in the most efficient manner possible in the use of resources (personnel and monies) and facilities. To the end of accomplishing its purpose the Council will work (1) to eliminate any unwarranted duplication, (2) to provide an educational continuum utilizing all of the institutional agencies, both private and public, of the community, (3) to conduct regular assessment of needs surveys, (4) to develop a coordinated long-range plan, (5) to develop processes and procedures designed to enhance the Council's ability to fulfill its responsibilities, and (6) to evaluate both the programs offered to serve community needs and the role of the Council in relation thereto. (Broward Coordinating Council)
III. Goals/Objectives Strategies	What are the goals and objectives of the Coordinating Council? How were the goals and objectives developed? Are the goals and objectives consistent with the philosophy of the Coordinating Council? Are the goals and objectives clear and concise? Have procedures been developed to review and revise the goals and objectives? Are Council actions consistent with the goals and objectives? Have Coordinating Council goals and objectives been disseminated to all parties that will be affected by council actions?	EXAMPLE GOALS & OBJECTIVES/STRATEGIES: 1. Eliminate unwarranted duplication of courses and programs through a well-coordinated and articulated program of vocational/technical, general adult and community services instructional education. 2. The Council shall study each program and course offered by represented member institutions and prepare articulations agreement to afford easy vertical and horizontal movement between institutions with like programs.

3. The Council shall study each program and course and prepare common course descriptions, course numbers and terminology for like courses and programs.

4. Provide an educational continuum or ladder concept to permit students to progress from one level of competency to the next one without needless duplication of effort, time, and study.

5. Meet the established needs of the total community in the areas of vocational/technical, general adult, and community services instructional education.

6. Establish and maintain a sound system of regular assessment of needs of the people.

7. Establish and maintain a systematic plan so that the review needs within the community will take place and carefully developed recommendations can be made to appropriate agencies, including but not limited to assignment of responsibility in accordance with the philosophy and procedures of the Council.

8. The Council shall periodically conduct surveys to determine the educational needs of the district population, the effectiveness of the current program and courses, and the critical concerns of the population.

9. Review and recommend priorities of needs and programs in order to make efficient use of personnel, facilities, and funds.

10. The Council shall analyze all courses and programs to determine the effectiveness and efficiency of delivery.

11. Recommend cost effective operations for the delivery of vocational, adult general education, and community instructional services programs.

12. Implement a plan whereby adjustments in existing programs, activities, and services can be effectively accomplished.

13. Devise a system for determining which agencies shall offer what specific courses and programs in relation to labor market demand and level of competency.

14. Identify sources of data, develop compatible systems for data collection and analysis, to establish a data base on which planning decisions may be made.

15. Collect and disseminate information concerning all educational institutions, educational and community services and activities, and educational enterprises of public and private agencies.

16. Establish a central clearinghouse for information concerning programs and courses offered in the district (Duval-One Stop Center)

17. The Council shall collect from all businesses, industries, governmental agencies, and any other sources - information concerning their basic and continuing educational requirements for employment and prepare a comprehensive guide for the use of individuals and educational institutions.

18. The Council shall study all educational programs and offerings by public, proprietary, and private educational institutions, governmental agencies, and businesses and prepare a comprehensive guide for individual, community, and institutional use.

19. Develop a unified system whereby all component public and private educational agencies and lay citizens can assist in the development and delivery of educational programs to meet established needs.

20. Develop and update annually a coordinated six-year plan.

21. Develop communication procedures between Coordinating Councils to better meet the educational needs on a regional basis.

		of the State Department of Education and the Divisions of the State Department of Education. 23. Develop and recommend an organizational structure for the Council in relation to all involved agencies. 24. Establish a system of evaluation for the role of the Council and for the delivery system to meet established needs. 25. Develop and establish an evaluation system whereby the effectiveness of the Council and the delivery of programs can be measured. 26. Goal statement included in Florida State Department of Education Regulations 6A-6.67 & 6A.14.37.
IV. By-Laws/Constitution	Has a set of by-laws, or a constitution been adopted by the Council? If so, delineate.	6A-6.67 Coordinating Council for vocational education, adult general education, and community instructional services. A Coordinating Council for vocational education, adult general education, and community instructional services shall be established in each community college district. The membership of this Council shall include the superintendent and directors of vocational education and adult general education of each school district in the community college area and the president and deans or directors of vocational education and community instructional services of the community college. The superintendent of the county of location of the community college shall be responsible for calling the first meeting of the council. The council shall elect a chairman at its first meeting, provide for maintaining minutes of its meetings as soon as practicable and adopt rules for the conduct of council business.

A. Membership 1. Members	Who are the members of the Council? Are there members other than those mandated by 6A-6.67/6A.14.37? How are additional members chosen? What is the term of office of additional members? What are the voting rights of additional members? What are their duties?	Representatives of university(s), private and proprietary educational institutions, community organizations, businesses, CETA boards, Director of the area Vocational-Technical Center, Principals of Comprehensive High Schools, representative of Principals' Association and etc.
2. Associate Members	Are there associate members of the Council? How were associate members chosen? What is their term of office? What are their voting rights? What are their duties? Do they attend all meetings?	
B. Organizational Structure	Are there persons or groups designated that have specific duties? How are they designated? What are these persons' or groups' titles and duties? Are these duties permanent or temporary? Are special institutional responsibilities designated?	Chairmen, executive committees, sub-committees, ad hoc committees, advisory groups, permanent council staff, secretary, steering committee, executive secretary, facilitator, and etc.
C. Meeting Schedules	Is there a standard meeting schedule? If so, what is the schedule? How is the schedule set? How far in advance? How is location set? Are special meetings called? What procedures are used to call special meetings? Who is notified concerning scheduled and unscheduled meetings? Are meetings open or closed? Is the meeting schedule published/advertised?	Meeting schedule is posted or schedule is sent to division heads, department heads, instructors, all represented institutions, council members, news media, business and community organizations, etc.
D. Agenda	Is an agenda prepared? If so, how is the agenda set? Is the agenda open or closed? To whom and how is the agenda disseminated? Is the agenda published/advertised? How are items added? Is information concerning agenda items sent to Council members prior to the meeting?	Agenda set by chairman, by the Council, an executive secretary, or etc. Agenda is posted or sent to division heads, department heads, instructors, all represented institutions, Council members, news media, business and community organizations, and etc.

E. Minutes	Are minutes prepared? If so, by whom? To whom and how are the minutes disseminated? Who distributes the minutes? Do the minutes reflect attendance at the Coordinating Council meetings? Are the minutes of Coordinating Council meetings published?	Minutes may be disseminated the same as schedules and agenda or to a lesser or greater extent. Minutes may be sent to: Ralph Turlington, Lee Henderson, Joe Mills, Regional Coordinators, members of the Council, School Board Members, Members of Community College Board of Trustees, school and community college personnel, governmental agencies, advisory groups, and etc.
F. Quorum and Voting	What constitutes a quorum? Are there proxies allowed? What fraction of members voting is necessary to pass a motion? Are there special voting procedures for different types of decisions to be made?	Members present constitute a quorum. Quorum requires 2/3 present. Policy recommendations require 2/3 vote; procedural matters require simple majority of those present. Concensus is required for all decisions.
V. Implementation Processes		
A. Collection of Data/Information	What data/information is collected? Who decides what is to be collected? How is the decision made? How are priorities set? Who collects the data? What are the procedures for the collection of the data?	Labor market studies, placement and follow-up information, enrollment information, demographic studies, employment information, needs assessment results, cost analysis data, program data, student characteristics, facilities surveys, program capacity, information concerning educational offerings of other agencies, and etc. Data is collected by committees, sub-committees, ad hoc committees, individuals, community colleges, school district, advisory groups, business, employment services, census, and etc. Data will be forwarded to coordinating councils from State Department of Education sources by the Bureau of Vocational Planning and Budgeting, Division of Vocational Education. Data must be collected in compatible and comparable forms by member institutions.

B. Analysis of Data/Information	What procedures are used to analyze data/information? Who does the analysis?	Member institutions' staff. Council staff consultants.
C. Presentation of Data/Information	What type of data/information is presented? Who decides what is to be presented. How is the data presented? Who does the presentation? How are priorities set?	Data presented includes data beyond that collected through council procedures.
D. Dissemination Procedures	What information is disseminated by the Council? How and to whom is information disseminated?	Councils may disseminate collected data, recommendations, reports by committees, minutes, agendas and schedule, and etc.
E. Decision-making Process and Recommendations to Boards	What types of decisions are made? What is the process? In what form are the decisions? Can decisions be altered? What are the procedures for altering decisions? What process(s) is used to carry out decisions? How are the effects of the decisions evaluated? How are recommendations forwarded? What happens after recommendations are returned? How are recommendations/decisions implemented after approval?	Procedural and substantive. Decisions and recommendations made by voting (voice votes, plurality, majority, required ratio, or etc.) or as the result of committee recommendations. Policy recommendations are referred for board action; administrative recommendations are handled by staffs of member institutions. Types of decisions range from those concerning when or where Council will meet to the reduction of number of programs offered. Council can prepare articulation agreements between member institutions; develop the 5/6 year plans from the district; recommend initiation of new programs to the State Department of Education; recommend adjustments in existing programs; set priorities; review and evaluate its own actions; plan the most efficient use of funds and facilities within the district, and etc.
F. Evaluation Procedures	Who evaluates Council effectiveness and procedures? Is there a self-evaluation process? How is Council effectiveness and procedure evaluated? Are revisions in procedures made? If so, how? When do evaluations take place? Is it a continued process? Is there a feedback process from the institutional, division,	Councils can evaluate both process and product. Council can evaluate its own operations and/or ask other agencies to do the evaluation.

chapter 70-211, Laws of Florida.

General Authority 229.053 FS. Law Implemented 230.23(4)(d), 230.754(2)(c), 230.7651, 233.0682 FS. History--New 8-18-71.

6A-6.67 Coordinating council for vocational education, adult general education, and community instructional services. A coordinating council for vocational education, adult general education, and community instructional services shall be established in each community college district. The membership of this council shall include the superintendent and directors of vocational education and adult general education of each school district in the community college area and the president and deans or directors of vocational education and community instructional services of the community college. The superintendent of the county of location of the community college shall be responsible for calling the first meeting of the council. The council shall elect a chairman at its first meeting, provide for maintaining minutes of its meetings as soon as practicable and adopt rules for the conduct of council business.

(1) The council shall develop recommendations to the respective school boards and to the community college board of trustees and where appropriate may make recommendations to the commissioner of education and to the appropriate division directors of the department of education.

(2) The responsibilities of the council shall be to review the total vocational education, adult general education, and community instructional services programs being offered in the district, to make such recommendations as are necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications. To accomplish this, the council should perform the following:

(a) Review and recommend adjustments of existing programs, activities, and services — including counseling that will better meet the assigned responsibilities of each district.

(b) Review and recommend agreements between boards, to provide coordinated and articulated vocational education, adult general education, and community instructional services programs to meet the educational needs of all residents in all communities in the district.

(c) Review and make recommendations concerning long-range (6 years) objectives for the school district and the community college district and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplication.

(d) Review data in support of proposed programs, recommend to the appropriate board approval or disapproval of the program and, if necessary, recommend the assignment of responsibility to the appropriate district in accordance with specific local cooperative agreements and policies of the state board.

(e) Review such other aspects of the programs and make such recommendations as are necessary to provide an efficient, well coordinated and comprehensive vocational education, adult general education, and community instructional services programs.

(3) Individual boards shall consider recommendations of this council in taking action on matters included in paragraphs (a), (b) and (c) above.

General Authority 229.053 FS. Law Implemented 230.7651, 233.0682 FS. History--New 8-18-71, amended 9-5-74.

6A-6.68 Business and industrial community support.

(1) School boards and junior college boards of trustees shall take such steps as may be necessary to bring about the following:

(a) An awareness on the part of the business and industrial community of existing vocational education programs within the community.

(b) Support by the business and industrial community of the vocational education program.

(c) An understanding on the part of the educational institution of job opportunities and of the skills and attitudes needed for success in employment.

(d) Establishment of lines of communication and a spirit of mutual understanding between the educational institution and the business and industrial community which it serves.

(e) Organization, when appropriate, of advisory committees as an effective method of communication between the educational institutions and the community.

(2) Each school board and junior college board of trustees shall give specific attention to the occupational programs offered either by direct action or by assigning such responsibility to a general advisory committee for occupational education.

Where an advisory committee is appointed, the membership shall be broadly representative of the major social and economic elements of the community. Such a committee should be appointed by and should serve at the convenience of the boards to advise the board on the development, operation and evaluation of the occupational programs offered. The committee should also recommend to the board the need for advisory committees to programs in specific occupations or cluster of occupations.

(3) The board may appoint such advisory committees for programs in specific occupations or clusters of occupations as it deems necessary to advise with the appropriate instructional staff on the development, operation and evaluation of the program or programs for which it is appointed. Membership on such a committee or committees should be comprised of persons familiar with the requirements for employment and successful performance in the occupation with which it is concerned.

General Authority 229.053 FS. Law Implemented 229.053 FS. History--New 8-18-71.

6A-6.69 Administrators of vocational education required. Each school board, and each community college board of trustees with a department designated by the state board of education as an area vocational school shall provide for an administrator of vocational education in accordance with the following requirements:

(1) A qualified administrator of vocational education shall be a person meeting the department of education qualifications for a director of vocational education.

(2) The vocational education administrator shall be a member of the superintendent's or president's administrative staff.

(3) The vocational education administrator shall be responsible, under the superintendent or

education qualifications for a director of vocational education.

(2) The vocational education administrator shall be a member of the superintendent's or president's administrative staff.

(3) The vocational education administrator shall be responsible, under the superintendent or president, for the administration of the vocational education programs within the school or community college district, including direct involvement in planning, implementation and evaluation of these programs. The vocational education administrator shall not be assigned the responsibilities of any other full-time administrative position, except that the responsibilities for administration of adult general education may be assigned to a vocational education administrator.

(4) An individual employed prior to June 21, 1970 by a school board or a community college board of trustees with a department designated as an area vocational school as a full-time director or dean of the vocational education program but who does not meet department of education requirements for vocational education administrator may continue on the staff of the superintendent or president as the full-time administrator of vocational education.

(5) When an individual meets all qualifications for certification as a vocational education administrator except the satisfactory completion of twelve (12) or less semester hours of required professional courses, a school board or community college board of trustees may employ such person as a vocational education administrator provided the individual files with the director of the division of community colleges or the director of the division of elementary and secondary education and the director of the division of vocational education a plan for completing the required semester hours credit within two years. Such plan must have the recommendation of the superintendent or community college president.

General Authority 229.053, 230.755 FS. Law Implemented 231.3505 FS. History—Formerly 6A-8.572. Repromulgated 12-19-74.

6A-14.37 Coordinating council for vocational education, adult general education, and community instructional services. A coordinating council for vocational education, adult general education, and community instructional services shall be established in each community college district. The membership of this council shall include the superintendent and directors of vocational education and adult general education of each school district in the community college area and the president and deans or directors of vocational education and community instructional services of the community college.

(1) The council shall develop recommendations to the respective school boards and to the community college board of trustees and where appropriate may make recommendations to the commissioner of education and to the appropriate division directors of the department of education.

(2) The responsibilities of the council shall be to review the total vocational education, adult general education, and community instructional services programs being offered in the district, to make such recommendations as are necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications. To accomplish this, the council should perform the following:

(a) Review and recommend adjustments of existing programs, activities, and services including counseling that will better meet the assigned responsibilities of each district;

(b) Review and recommend agreements between boards, to provide coordinated and articulated vocational education, adult general, and community instructional services programs to meet the educational needs of all residents in all communities in the district;

(c) Review and make recommendations concerning long-range (6 years) objectives for the school district and the community college district and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplication;

(d) Review data in support of proposed programs, recommend to the appropriate board approval or disapproval of the program and, if necessary, recommend the assignment of responsibility to the appropriate district in accordance with specific local cooperative agreements and policies of the state board; and

(e) Review such other aspects of the programs and make such recommendations as are necessary to provide an efficient, well coordinated and comprehensive vocational education, adult general education, and community instructional services programs.

(f) Individual boards shall consider recommendations of this council in taking action on matters included in paragraphs (2), (b) and (c) above.

General Authority 229.052, 230.755 FS. Law Implemented 230.7651, 231.0682 FS. History—Formerly 6A-8.57, Repromulgated 12-19-74.

6A-14.38 Business and industrial community support.

(1) School boards and community college boards of trustees shall take such steps as may be necessary to bring about the following:

(a) An awareness on the part of the business and industrial community of existing vocational education programs within the community;

(b) Support by the business and industrial community of the vocational education program;

(c) An understanding on the part of the educational institution of job opportunities and of the skills and attitudes needed for success in employment.

(d) Establishment of lines of communication and a spirit of mutual understanding between the educational institution and the business and industrial community which it serves; and

(e) Organization, when appropriate, of advisory committees as an effective method of communication between the educational institutions and the community.

(2) Each school board and community college board of trustees shall give specific attention to the occupational programs offered either by direct action or by assigning such responsibility to a general advisory committee for occupational education.

Where an advisory committee is appointed, the membership shall be broadly representative of the major social and economic elements of the community. Such a committee should be appointed

MODEL IMPLEMENTATION AND EVALUATION

PLAN

The first thing a council needs to do in implementing its model is to look at each of its objectives and develop a plan of action for accomplishing the objectives.

This plan of action necessarily includes several steps:

(1) Prioritizing the objectives.
(2) Listing the tasks that have to be undertaken in order to achieve each objective.

(3) Determination of resource needs for completion of the tasks (manpower, facilities, equipment, costs, etc.).
(4) Assignment of tasks to persons or committees.
(5) Assignment of facilities (if applicable).
(6) Determination of time limitations/requirements for task completions.

(7) Establishment of a periodical examination process for assessing progress toward objective achievement.
(8) Designation of means of reporting on task progress.

IMPLEMENT

The next thing a council has to do after the plan of action is written, is to operationalize that plan. Do what the plan says. Then the objective achievement and/or progress toward objective achievement can be examined periodically by applying the examination process developed in step (7) of the plan of action.

A council as a whole, can examine its objectives and develop the plan of action for accomplishing objectives or it can appoint a committee representative of its member institutions for this purpose.

Some councils have included strategies for objective accomplishment in their models and are ready to begin with step (3) in the plan of action. Some councils that have been organized and working for several years have, in varying degrees, done what this plan of action outlines. In that case the plan is a means by which those councils can examine what they are doing in terms of their stated objectives and identifying any need for improvement.

It would be unrealistic for a council to assume that it can proceed in haste and complete all of the strategies/tasks necessary to accomplish its objectives in a short period of time. As the council examines its

objectives and develops strategies and tasks for attaining the objectives, the council must also decide which objectives should be worked on first and/or simultaneously. Even though priorities are set and some of the council's objectives are low priority, they should not be neglected. Strategies and tasks should be listed and the time requirements approximated. This way in the continual or periodical examination of progress toward objective achievement, the low priority objectives will stand a better chance of being attended in their proper time frame.

The efforts of committees and/or persons assigned to carry out the various tasks for objective attainment should be coordinated because strategies and tasks might be the same for partial accomplishment of more than one objective. For instance: an inventory of all course offerings in the district has to be done for avoiding unwarranted duplication and also for initiating needed new programs.

A council's examination of its objectives and its action toward the accomplishment of those objectives are the initial parts of a cycle that has to be completed for an efficient lasting operation. The council as a group, or a committee (could be the same committee appointed to construct this plan of action) has to look at the progress being made on objective achievement. When the plan of action is written, it should include a set time for examination of this progress. The examining body should either adopt some form available (examples at the Interest Center for Implementation and Evaluation) or construct a written form that better meets its needs for documenting the progress and achievement of council objectives.

If the council undertakes this examining process as a group, the cycle is complete and subsequent action can be planned on the basis of the examination results. If a committee carries out the examination, their report to the council and the council's action completes the cycle.

EVALUATE

The evaluation of a council's operation involves several aspects:

(1) Determination of adherence to stated operational procedure (by-laws) and appropriateness of operational procedure.
(2) Determination of goal/objective achievement.
(3) Determination of long-range effect on the Vocational and Adult Educational Program and community instructional services in a district.

Councils not only have to analyze performance in terms of "how" they operate, but also whether they cause better coordination that ultimately causes improved delivery of a total program, better meeting a district-community's needs for vocational and adult education.

It is relatively simple for a council to have a person or a committee compare its actual operation to its written desired procedures for operating and show discrepancies. The council can consequently alter operation and eliminate the discrepancy.

Determining the appropriateness of operational procedures is another consideration for self-checking. Council membership is never permanent;

conditions surrounding council operation are constantly changing; the council's role is apt to change. Therefore, it is essential that a council periodically check its procedures to see if they are such to allow optional efficiency in operation. This can be done most expediently by some body being designated to examine the written by-laws and deciding on some method (i.e., interview, questionnaire, meeting discussion, etc.) for surveying council members' satisfaction with current operating procedure and ideas for altering procedure.

The council's examination of its progress in objective achievement is part of the cycle of operation described in the previous section.

Determination of a council's effectiveness in terms of a long range influence on meeting community (student, employer, citizen, etc.) needs for vocational and adult education is more complex. It involves establishing baseline data in terms of what a total program does, what a community's needs are for services of the program and determining how the council effects closing the gap between what is and what is needed.

The three steps outlined here for evaluating council effectiveness are:

(1) Inventory of what the total vocational and adult education program and community instructional services consists of in the district (i.e., school district and community college).
(2) Assessment of the vocational and adult education and community instructional services' needs in the entire community.

The first two steps are preliminary and establish baseline data for carrying out the third step on a longer range basis.

(3) Determination of whether and how a council effects the meeting of identified needs from the comparison of steps (1) and (2).

The Project Staff is developing instruments which will aid councils in their self-evaluation, as well as to provide information concerning process and product needed for project evaluation.

(1) Process-Progress Inventory of Goal/Objective Accomplishments - Developed from the written goals/objectives and strategies of each model council to examine in detail the progress toward stated objectives. For purposes of helping councils learn to examine their outcomes and the processes by which they produce outcomes, and to determine whether and how to alter process to achieve desired outcome.
(2) Adherence to By-Laws Check List.
(3) Questionnaire (Worksheet) Revised - Same questionnaire revised to include only appropriate questions for the time frame to help councils determine appropriateness and comprehensiveness of every detail of their operation for desired modification. Finally, to determine difference in beginning-of-project operation and end-of-project operation.

Examples of these instruments will be available at the Implementation-Evaluation Interest Center.

APPENDIX B

Project Evaluation Plan

Process Progress Inventories 1,
2 and 3, Purpose and Guidelines

PPI Questionnaire to Facilitators

Councils Response to PPI 3

EVALUATION PLAN FOR VOCATIONAL AND ADULT EDUCATION AND COMMUNITY INSTRUCTIONAL SERVICES COORDINATING COUNCIL DEVELOPMENT PROJECT

Project Phase Approx. Time	Objectives of the Evaluation	Method of Data Collection (Approx. date)	Criteria or Basis/Source of Data Collection
I. Phase One June to Aug. 1975	A. Status determination of all coordinating councils in the state	Questionnaire - July-August, 1975	Previous Study (D. Callon) State Regulation Coordinating Council Meeting Minutes
		Effectiveness Rating, August, 1975	Council Meeting Minutes Interviews of Council Members
I. Phase Two Sept., 1975 to January, 1976	A. In-depth examination/ determination of the six pilot councils' operational process at the beginning of the Developmental Phase of the project	Questionnaire - Nov.-Dec., 1975	Worksheet developed by staff for building model: includes philosophy, goals, objectives strategies, organizational structure and operational procedure
	B. Facilitator Role development/definition C. USF Staff Role development/definition D. DOE Staff Role participation/definition	Evaluation forms of bi-weekly work meetings Written bi-weekly reports by facilitators Facilitator Meeting Minutes USF Staff weekly meeting minutes Between-meeting facilitator contacts by USF Staff Phone and personal contacts with DOE personnel - continual Area Directors Survey - DOE personnel Dec. 75	Strategies for developmental phase by USF staff Informal input from facilitators/DOE personnel coordinating council members Discussion in meetings and documentation of role activities In-depth analysis of progress to date by USF Staff Constant communication with facilitators & DOE
	E. Self-evaluation system for councils built into models/operational procedures	Questions built into Questionnaire for model development/operational process determination	Questions outline a systematic means for ongoing examination of a council's operation and for comparison of its progress with their objectives/strategies for determination of the degree to which goals are met - and identification of subsequent actions based on this comparison.
	F. Develop understanding of self-evaluation process in council operation in facilitators and coordinating councils	Written explanation and oral presentation of organizational self-analysis Nov. 19-20 facilitator meeting and Feb. 11-12 in council member workshop	Breakdown of evaluation section, questions on worksheet and evaluation specifications in proposal

II. Phase Three Implementation, Evaluation, Modification	A. Determine level of understanding of coordinating council members as to their council's part in the project and their council's role in the implementation phase.	Evaluation form - Feb. 12, 1976 Survey (check-list) at coordinating council meetings: Mid-point and at end of Implementation phase - July & Nov. 76.	Objectives of workshop Results of workshop evaluation Informal interviews with all staff
	B. Gather and document baseline data for effectiveness of council operation for the six pilot councils. C. Develop/identify criteria for council effectiveness.	Examination of school district and community college five year plans Local labor market needs assessment Community Survey information Feb.-March, 1976	Vocational Education Division, DOE - Planning Section Business and civic organizations School district & community college community survey information Placement & Follow-Up data Employment Services
	D. Identify procedures for establishing baseline and follow-up data for determining council effectiveness.	Documentation of most efficient means for collection of community-type data April, 1976	Based on results of processes used for establishing baseline data
	E. Determine progress of implementation of models in the six pilot councils	Process-Progress Inventory of Goal/Objective Achievement, March, May, July, Sept., 1976 Adherance to By-Laws checklist - April, July, Oct., 1976 Questionnaire (revised) May, 1976 On-site observation of council operation by USF Staff Analysis of council meeting minutes Investigation of action on councils' recommendations	Worksheet - Resource Guide Councils' models as basis for Inventory of Goal achievement School Board and College Boards of Trustees meeting minutes Facilitator reports
	F. Describe/define developing role of facilitator	Monthly facilitator written reports Facilitator meeting evaluation Minutes of facilitator meetings Minutes of coordinating councils Survey coordinating councils	
IV. Last quarter Oct. - Dec., 1976	A. Summarize the impact of influence of external factors.	Analyze the Legislative Education Committee's input Summary of related news articles	Tom Furlong, Senator Graham
	E. Determine the effect of the project on the other 22 councils (could be status study for following implementation of models)	Survey the 22 councils, Sept., 1976	Adapt worksheet questionnaire to determine degree of change in comparison with the original status study in June - August, 1975

	C. Determine effectiveness of the six pilot councils in the delivery of the total vocational and adult education program in the districts.	Check of "criteria for effectiveness" developed in Feb.-March, 1976 for change since baseline data established (Probably too short a time for much long range change of this nature) Procedure for doing this will have to be built into the model in the "Evaluation Process" Section. Repeat analysis of current (Dec., 76) status to determine change	Vocational Education five year plans Labor market needs Placement & Follow-Up data, etc.
End of Project	D. Provide documented bases for recommendations, e.g. 1. Facilitator position in all coordinating councils 2. Updating state regulation in regard to council operation and responsibility. 3. Funding for council operation 4. and, ETC.	Record of facilitator activities and responsibilities Goals/objectives of the six pilot councils Quarterly Reports of project operation Record of facilitator function during project	Stated need of the six pilot councils for a director-type position for operating council Rationale for additional council functions in the six pilot councils Necessity for personnel working directly for council as stated by councils, facilitators, USF staff, DOE staff.

PROCESS-PROGRESS INVENTORY

The Process-Progress Inventory (PPI) is developed from the stated goals, objectives and strategies of each council's model. The purpose of the PPI is to help councils to establish a systematic examination of their operation; the outcomes and the processes by which they accomplish objectives. From this examination a council can determine whether and how to alter process to achieve the desired outcome.

PROCESS-PROGRESS INVENTORY NUMBER I

The Process-Progress Inventory (PPI) is simply a means by which a council is enabled to examine its goals and objectives and maintain awareness of what is being done toward accomplishment of those goals/objectives. The PPI also serves as a means of evaluation of council operation (in terms of its goals/objectives accomplishment) as required by the Project contract with the USOE.

This is to be done by the council as a group or by a committee representative of each of the council member institutions (pages 358-361, notebook) and approved by the council in their April meeting. Return the PPI to USF within ten days following that meeting.

A. Answer each of these questions about each of the goals/objectives stated in your model, based on operational status as of April 1, 1976. Use the format in the scenario on pages 275-276 in the project notebook.

   1. What procedures will be or are being used to achieve this goal/objective?

   2. What evidence is available to show progress toward achievement? (Include copies of written materials.)

B. Has your council revised or added any goals/objectives? If so, please state such changes or additions.

PROCESS-PROGRESS INVENTORY NUMBER 11

The Process-Progress Inventory (PPI) is simply a means by which a council is enabled to examine its goals and objectives and maintain awareness of what is being done toward accomplishment of those goals/objectives. The PPI also serves as a means of evaluation of council operation (in terms of its goal/objectives accomplishment) as required by the Project contract with the USOE.

This is to be done by the council as a group or by a committee representative of each of the council member institutions (pages 358-361, notebook) and approved by the council in their July meeting. Return the PPI to USF within ten days following that meeting.

A. Answer each of these questions about each of the goals/objectives stated in your model, based on operational status since completion of PPI 1.

   1. What procedures will be or are being used to achieve this goal/objective?

   2. What evidence is available to show progress toward achievement? (Include copies of written materials.)

B. Has your council revised or added any goals/objectives? If so, please state such changes or additions.

PROCESS-PROGRESS INVENTORY NUMBER 3

September 3, 1976

This is the last PPI that will be sent to your council from the USF staff. We recommend very strongly that the council continue periodical examination of its progress in objective achievement beyond this project.

The PPI is one means by which a council can examine its goals and objectives and maintain awareness of what it is doing to accomplish those goals/objectives. This PPI is to be done by the council as a group, or by a committee representative of each of the council's member institutions and approved by the council in its October meeting. The facilitator will return the response to USF by the end of October.

A. Answer each of the following questions for <u>each</u> of the goals/objectives stated in your model, based on the council's operation since the completion of PPI 2.

1. What procedures are being used to achieve this goal/objective?
2. What will be done to achieve this goal/objective?
3. State available documentation (or other evidence) showing progress.

B. Has the council revised or added any objectives? Please state changes or additions.

C. Examine the council's by-laws (operational procedure) and state for each section, whether it:

1. Is satisfactory for efficient council operation,
2. Needs alteration or
3. Should be eliminated.

Attach a copy of the by-laws or operational procedures showing the responses and indicate where changes have been or will be made.

GUIDELINES FOR PPI ANSWER CONTENT

The following guidelines produce an explicit plan of operation for goal accomplishment. (Refer to pages 358-361 - Attached). You might also be able to use the Florida Planning Model shown on pages 344-357 in the notebook. This model was developed by personnel in the State DOE.

LIST EACH OF YOUR COUNCIL'S OBJECTIVES

1. Under each objective, outline the strategies your council expects to follow to accomplish that objective.

2. Under each strategy, list the following:

   a. Tasks/activities that have to be accomplished to carry out that strategy.

   b. The person(s) or committee(s) to which these tasks have been assigned and the party responsible for having it done.

   c. The approximate time the tasks are expected to take. (Projected interim and/or final dates for reporting to the responsible party, council or committee.)

   d. The next steps to be taken toward objective achievement.

   e. Means by which the objective will be evaluated.

   f. Any other information felt needed by your council concerning that objective/strategy/etc.

Beyond this PPI completion, an outline of times for subsequent PPI administrations is shown on page 361 in the notebook. Your facilitator will receive PPI Number 2 in May, you will complete it in June, have it approved by your council in July. PPI Number 3 will go out in August and return it to USF after your October council meeting.

Questions About the Process-Progress Inventory

1. Who did the PPI's number 1 and 2?

	PPI #1	PPI #2
Committee	_____	_____
Facilitator	_____	_____
Council as a whole	_____	_____
Other (specify)	_____	_____

2. If a committee responded to the PPI's, state the names of the member institutions represented.

3. Did the council as a whole review and approve the PPI's 1 and 2?

PPI - 1 _____
PPI - 2 _____

4. If the council did not approve the PPI's, who did? And why was it not done by the entire council?

5. Do you as a facilitator think the PPI has accomplished the purposes stated by the USF project staff in your council?

Purposes: 1. To initiate planning (in writing) for accomplishing the councils stated objectives.

2. To help councils re-examine their objectives and the progress they are making toward achieving the objectives.

Please comment on the degree to which your council has benefited (if any) by the adminsitration of the PPI's.

6. What do you think would benefit your council in goal/objective examination - other than the PPI as it has been used?

COUNCIL'S RESPONSE TO PPI 3

In the response to PPI 3, the councils refer to supplementary documentation. This documentation was a part of the response and is now contained in the project files. Each pilot council also has its documents.

BREVARD COORDINATING COUNCIL
FOR
VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION
AND COMMUNITY INSTRUCTIONAL SERVICES

SELF - EVALUATION

The purpose of this self-evaluation is to examine actual and projected Brevard Coordinating Council progress towards the Council's Objectives and Implementation Tasks/Strategies as adopted at the Council's December 16, 1975 meeting (Attached). Progress is measured at quarterly intervals from the time of adoption through September 30, 1976 and projected achievements at December 31, 1976 and in early 1977, as appropriate.

Brevard Coordinating Council Statement of Purpose

> The Council is committed to the purpose of providing a Comprehensive Program of vocational and technical education, adult general education and community instructional services to fully meet the present and projected needs of the community through the efficient, coordinated utilization of personnel and facility resources. These shall include all those resources of both public and private sectors appropriate to this end.

OBJECTIVE	IMPLEMENTATION TASKS/STRATEGIES
General	
The overall objective of the Council is to improve its effectiveness in achieving its stated purpose.	The Council recognizes the need for a formalized set of operating procedures to facilitate the efficient achievement of its stated purpose. To this end, the Council adopts the attached set of Operating Procedures. These Operating Procedures will be evaluated for effectiveness on a continuing basis and revised as appropriate.

Status - September 30, 1976

The Council's Operating Procedures stand as adopted.

Projected Status - Early 1977

The Council does not anticipate changing its Operating Procedures at this time.

OBJECTIVE	IMPLEMENTATION TASKS/STRATEGIES
I. The Council will assess, on a continuing basis: A. The present and projected needs of the community with regard to both target groups and the labor market. B. The present and projected resources available to the community for the delivery of the Comprehensive Program. The Council seeks to formalize input from target groups, employers and delivery agencies.	I. A. & B. The Council recognizes the need for a broad-based "status study" to begin implementing the community needs and resources assessment objective and to develop a Comprehensive Plan. The Council recommends the Coordinating Council Facilitator, Mr. Robert Hansen, develop such a study and the Council pledges the support of its respective institutions to this end. This Status Study shall include the following data: 1. Listing by delivery agency of facilities. 2. Listing by delivery agency of all applicable programs and courses available to the community. 3. Profiles of target groups served (student or recipient populations). 4. Listing by delivery agency of instructional staffs. 5. Listing by delivery agency of guidance services. 6. Listing by delivery agency of direct and indirect administrative staffs.

7. A financial overview of present community delivery systems and funding sources (sources and application of funds).

This Status Study will form the data base for development of (1) an on--going needs and resources assessment model, and (2) the six (6) year Comprehensive Program.

Status - March 31, 1976

In addition to "commissioning" the Brevard Status Study in December 1975, the Council adopted a new agenda format. The item, New Program/Course Review, was placed as a permanent item on the agenda so that an ongoing program and course information sharing process could begin. A variety of developing and new programs and courses were reviewed at the meetings of December 16, 1975, January 27, 1976 and March 23, 1976 (See Attached Minutes).

Status - June 30, 1976

Ongoing New Program/Course review was continued at the May 25, 1976 meeting (See Attached Minutes).

Effective June 4, 1976, the Brevard Coordinating Council was awarded a supplemental Coordinating Council Development Project Grant from the Department of Education, Division of Vocational Education to facilitate closing the original project (Supplemental Grant Attached). The supplemental grant provided

for an assistant for research, a research budget and a secretary making possible an extensive data gathering effort for the Status Study and Long-Range Comprehensive Program.

Status - September 30, 1976

At the August 25, 1976 meeting (See Attached Minutes), a timetable was adopted which outlined the steps necessary to complete the Brevard Status Study and the Long-Range Comprehensive Plan by December 1976. This timetable also outlined steps to complete selection of Council and General Advisory Committee members. These items represented the major objectives of the Coordinating Council Development Project to be accomplished by the end of the project on December 15, 1976.

Ongoing New Program/Course review was continued at the September 28, 1976 meeting (See Attached Minutes).

At the August 25, 1976 meeting the Council, through Mssrs. Donnell and Forbes, Steering Committee members from Brevard Community College and Brevard County School Board, respectively, began joint work on a prioritized list of community problems or needs. This list was presented and approved for submission to the Commissioner of Education at the September

28, 1976 meeting. The prioritized list represented a compilation of the results of a survey conducted with over 150 community education, employment and social service agencies.

The Preliminary 1976 Brevard Status Study was presented at the September 28, 1976 meeting. The Status Study compared for Brevard Community College and the Brevard County School Board vocational and technical programs: labor market demand versus facilities capacity and labor market demand versus student enrollment. These figures were all projected at 1980 levels and, based on further analysis and refinement, formed the basis of the Long-Range Plan for Vocational Education. (This Plan, in turn, represents the major portion of the Long-Range Comprehensive Program for vocational education, adult general education and community instructional services). The Long-Range Plan for Vocational Education encompasses the facilities planning efforts of the Department of Education, Division of Vocational Education in its Program Planning Process. The Brevard Plan concurrently considers both facilities and programs.

Projected Status - December 31, 1976 and Forward

The Brevard Status Study and the Preliminary Long-Range Plan for Vocational Education will be presented at the November 23, 1976 meeting concurrent with the presentation of this document.

Based on any recommended changes by the Council, the Final 1976 Long-Range Plan for Vocational Education and the Long-Range Comprehensive Program for vocational education, adult general education and community instructional services will be presented for approval at the December 1976 meeting.

In addition, recommendations for future data refinement and recommendations for ongoing Council needs and resources assessment will be presented for approval at the December 1976 meeting.

OBJECTIVE	IMPLEMENTATION TASKS/STRATEGIES
II. The Council will develop a six (6) year Comprehensive Program of vocational and technical education, adult general education and community instructional services. The Comprehensive Program will provide:	
A. Articulation of community needs and resources.	II. A. The Council will, upon conclusion and review of the "status study," collect and formulate data regarding the projected target group and labor market needs of the community based on input from all appropriate institutions, agencies and groups.
B. Articulation of Comprehensive Program gram priorities used in recommending programs, courses and delivery agencies.	B. The Council will, upon conclusion and review of the "status study," outline projected personnel and facility resources of the community based upon input from all appropriate community delivery agencies.

C. Continuum or ladder concept of progression within the Comprehensive Program.	B. & C. The Council will develop articulation agreements for: 1. Delivery agency responsibilities 2. Combined facilities usage 3. Vertical and horizontal movement between institutions with like programs C. The Council will utilize common course/program descriptions, numbers and/or terminology, where appropriate.
D. Coordination with other Councils within the Region and State, where appropriate.	D. The Council will coordinate its Comprehensive Program with other Councils within the Vocational Education Division Region and within the State, where appropriate, through the office of the Coordinating Council Facilitator.

Objective II. A.

Status - March 31, 1976 and Forward

(See Status - Objective I.A. & B. above)

Objective II. B. & C.

General: A number of activities supporting Implementation Tasks/ Strategies II. B., B. & C. and C. are covered under Status - Objective I. A. & B. above. Additional supporting activities are noted as follows:

Status - March 31, 1976

At the December 16, 1975 meeting, the Council adopted an

articulation agreement Operating Procedure for the Development and Approval of Adult Continuing Education Courses Offered By the Brevard County School District and Brevard Community College (Attached with Minutes). This articulation agreement outlines procedures for eliminating or minimizing duplication, establishing common definitions for course offerings, establishing areas of course offering and resolution of differences of difficulties prior to submission of course lists to printers.

At the January 27, 1976 meeting, the Council reviewed and approved for submission to the Department of Education, 1976-77 Funding Requests for Vocational Education Equipment for Brevard Community College and the Brevard County School Board (Attached with Minutes).

At the January 27, 1976 and continuing at the March 23, 1976 meetings, Mrs. Richey, Director of Vocational Education for the Brevard County School Board, outlined a concerted effort to broaden the District's vocational programs so they will "dovetail" into the more specific vocational programs offered by the College.

At the March 23, 1976 meeting, Mr. Anderson, Director of Student Services, Titusville Campus, Brevard Community College and Chairperson, Brevard County School Board, outlined newly

finalized procedures and guidelines used in considering high school seniors for admission to the College on a full-time basis (Minutes Attached).

Status - June 30, 1976

Continuation of District-College vocational program "dovetailing" effort at May 25, 1976 meeting (Minutes Attached).

Status - September 30, 1976

Continuation of District-College vocational program "dovetailing" effort at September 28, 1976 meeting (Minutes Attached).

Projected Status - December 31, 1976 & Forward

Beginning at the November 23, 1976 meeting, conceptual approval will be sought for a program by program development effort to grant College credit for vocational training received at the secondary level. Brevard Community College and Brevard County School Board Auto Mechanics programs will be the pilot considered at the November and December meetings.

Objective II. D.

Status - March 31, 1976 and Forward

The Council will address this objective, as appropriate, upon approval of the Long-Range Plan for Vocational Education and the Long-Range Comprehensive Program.

OBJECTIVE	IMPLEMENTATION TASKS/STRATEGIES
III. The Council will recommend applicable activities of the Comprehensive Program to the respective and appropriate educational and service delivery agencies of the community for approval and implementation.	III. The Council will recommend the Comprehensive Program as stated.

Status - March 31, 1976 and Forward

The Council will address this objective upon approval of the Long-Range Plan for Vocational Education and the Long-Range Comprehensive Program.

OBJECTIVE	IMPLEMENTATION TASKS/STRATEGIES
IV. The Council will disseminate Comprehensive Program course and delivery agency information to the community.	IV. The Council will publish Comprehensive Program course and delivery agency information on an annual basis, disseminate this information to the community and designate a minimum of one (1) person/location at each delivery agency to serve as an information station for vocational and technical education, adult general education and community instructional services and for the related services provided by the respective delivery agencies.

Status - March 31, 1976 and Forward

The Council will address this objective upon approval of the Long-Range Plan for Vocational Education and the Long-Range Comprehensive Program.

However, concurrent with the above review and approval process, the Council, through the office of the Facilitator, is attempting to consolidate both advertising and registration for January 1977 adult/community/continuing education courses and activities. It is hoped that this effort will encompass all Brevard institutions and agencies offering such courses and activities.

OBJECTIVE	IMPLEMENTATION TASKS/STRATEGIES
V. The Council will evaluate, on a continuing basis, the effectiveness of the Comprehensive Program in the efficient and coordinated utilization of community resources to meet the assessed needs of the community and will revise the Comprehensive Program as appropriate.	V. A. The Council will evaluate the effectiveness of the Comprehensive Program by means of: 1. Annual update of the Status Study 2. Periodic evaluations such as spot checks of potential areas of duplication and surveys of community opinion. B. The Council will recommend revisions of the Comprehensive Program to the affected delivery agencies as appropriate. C. The Council will incorporate the results of periodic evaluations and revisions and the annual updated Status Study evaluations in an annual revision of the six (6) year Comprehensive Program.

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Status - March 31, 1976 and Forward

The Council will address this objective upon approval of the Long-Range Plan for Vocational Education and the Long-Range Comprehensive Program.

BROWARD COORDINATING COUNCIL
PROCESS - PROGRESS INVENTORY III
October 30, 1976
Approved by Council at 10-13-76

FOR INFORMATION

P.P.I #I Develop plan of action to accomplish objectives.
P.P.I #II Implement action plan to achieve objectives.
P.P.I #III Evaluate progress of objective achievement.

U.S.F. SUGGESTED APPROACH FOR P.P.I. #III

3.0	Evaluate	3.30	Review Council decisions and actions/recommendations to Boards
3.1	Analyze		
3.11	Review listed tasks	3.40	Examine feedback
3.12	Examine task progress	3.50	Document findings
3.20	Review documented reports to Council	3.60	Council modify/extend plan of action or proceed as planned

INTRODUCTION: The Broward Coordinating Council has been in existence for over nine years. The attempt to document the actions of an on-going group of people who have judgment, expertise, experience, and intuition and who are also innovative, has been a time consuming task. We have increased our number of meetings and tripled our hours of input. In a metropolitan area designing, developing, testing, and diffusing are slow processes. We have not reached all of the milestones established. We have tried to organize and synthesize our delivery systems to serve and meet the identified needs of our community in the most effective and efficient manner possible.

3. Evaluation of Goals

3.1 On October 10, 1975, the Steering Committee assigned the task of establishing goals and objectives from a list of ten items.

On October 13, 1975, these goals and objectives were distributed to the Council for study.

On October 29, 1975, the goals and objectives were approved with modification to Goal #7 and #9.

The first meeting of the Public Advisory Committee was held October 6, 1976.

3.6 With all committees on our organizational chart now functioning, the council should plan the session at the end of the year to consider the following:

a. To separate goals from objectives.
b. To determine if we need to develop and implement new procedures.
c. To examine our organizational structure for modification.

CONCLUSION: Having received approval from the School Board of Broward County and the District Board of Trustees of the college on our five year program planning guide,[1] we feel we have accomplished most of our objectives for the past year. The Facilities Planning Committee has defined its role,[2] is drafting a concept document,[3] and has held meetings during the summer to coordinate its planning.

Assignments have been made for our 1976-77 Articulation Committees. These committees will be responsible for all curriculum planning in their disciplines. The functions of needs assessment, and the evaluations and measurements of effectiveness and efficiency are assigned to these committees.

Lastly, with the Public Advisory Committee now operating, we can complete our objectives and will be able to evaluate all of our goals by the end of the year.

U.S.F. Letter dated September 3, 1976

A. For each goal/objective since P.P.I. #2
   1. Procedures being used to achieve it.
   2. What will be done to achieve it?
   3. Available documentation (or other evidence) showing progress.
B. Has the Council revised or added any objectives?
C. Examine Council's By-laws (operational procedure) and state for each section whether it:
   1. Is satisfactory
   2. Needs alteration
   3. Should be eliminated

Answer to above letter

A. See attached sheets "Achieving Goals."
B. No
C. By-Laws (operational procedure) are satisfactory.

[1]Broward County Coordinating Council minutes dated September 8, 1976, page 5, line 13.

[2]Broward County Coordinating Council minutes dated September 8, 1976, page 1, item 4.

[3]Broward County Coordinating Council minutes dated September 8, 1976, page 2, item 6.

ACHIEVING GOALS

1. Eliminate unwarranted duplication of courses and programs through a well coordinated and articulated program of vocational/technical, general adult and community services instructional education.

   Programs were audited and curriculum review committees established where duplications appeared. In our five year program we arrived at a maximum utilization and eliminated unwarranted duplication.

2. Provide an educational continuum or ladder concept to permit students to progress from one level of competency to the next one without needless duplication of effort, time, and study.

   We offer continuum programs in Aerospace, Hotel-Motel, Food Services, Agriculture, Nursing, and Business.

3. Meet the established needs of the total community in the areas of vocational/technical, general adult, and community services instructional education.

   The five year projections identified our needs based on local conditions.

4. Establish and maintain a sound system of regular assessment of needs of the people.

   Our proposal is to have a yearly update of our five year projections.

5. Develop a unified system whereby all component public and private educational agencies and lay citizens can assist in the development and delivery of educational programs to meet established needs.

   Our Public Lay Advisory Committee is now active.

6. Establish and maintain a system for competency evaluation which can be uniformly and clearly communicated among agencies and individuals.

   The community college offers 24 credit hours waiver for competency evaluation in technical programs. The general education program is asking for a three year project to develop competency based programs. The vocational programs will be evaluated by the State proficiency review program.

7. Devise a system for determining which agencies shall offer what specific courses and programs in relation to labor market demand, student interest, and level of competency.

   Our five year plan identifies which agency shall offer what specific courses.

8. Implement a plan whereby adjustments in existing programs, activities, and services can be effectively accomplished.

   Our curriculum development committees make recommendations to the Standing Committee for implementing and orderly adjustment.

9. Establish and maintain a systematic plan for the review needs within the community will take place and carefully developed recommendations can be made to appropriate agencies, including but not limited to assignment of responsibility in accordance with the philosophy and procedures of the Council.

   A yearly review will be conducted.

10. Develop and update annually a coordinated six-year plan.

    Is in effect and has been conducted.

11. Establish a system of evaluation for the role of the Council and for the delivery system to meet established needs.

    We use informal methods through our curriculum planning and evaluating committees.

12. Develop and recommend an organizational structure for the Council in relation to all involved agencies.

    The organizational structure has been approved.

13. Establish priorities in meeting established needs.

    Priorities are established and adjusted in line with funds available.

14. Develop and establish an evaluation system whereby the effectiveness of the Council and the delivery of programs can be measured.

    Same as #11.

CHIPOLA AREA COORDINATING COUNCIL

PROCESS-PROGRESS INVENTORY NUMBER 3
October 1976

A. Status of Goals and Objectives

1. Establish and maintain a suitable system of continuing assessment of needs of the people in the council service area.

PPI - 3 - (1) In addition to the needs assessment survey underway at the time of PPI-2 we are in the process of completing a "regional needs survey" with assistance from the D.O.E. and it covers Planning Region 4 (same geographic boundries as our council area). John Foster is our contact in the D.O.E. and in my most recent conversation with him I learned that the report should be available to the council during the month of November. We will proceed to plan and prepare funding guide proposals based on the needs identified in both surveys.

2. Develop and maintain a plan for the review of needs throughout the service area so that carefully developed recommendations can be made to the appropriate agencies.

PPI - 3 - (2) The council has now approved an annual review of needs by the steering committee with recommendations based on the review to the full council. With "Regional Planning" we will be looking at the entire Council Region's needs rather than "district only" needs.

3. Establish priorities in meeting assessed needs.

PPI - 2 - (3) No change from PPI-2

4. Develop and recommend an organizational structure for the council in relation to all involved agencies.

PPI - 3 - (4) No organizational changes. Same as PPI-2.

5. Meet the identified needs of the communities served in the areas of vocational-technical, adult general, and community instructional services education in the most efficient manner with the resources available.

PPI - 3 - (5) As unmet needs are identified recommendations to meet the needs in the most efficient manner will be made by this council.

6. Review on an annual basis the coordinated long range plan as developed by each district and Chipola Junior College. Make recommendations to the appropriate agencies based on this review.

PPI - 3 - (6) Programmatic reviews and the attending recommendations became a reality with the C.I.S. Education responsibility. (see attached minutes of Ad Hoc Committee for allocation of C.I.S. Education funds)
Further reviews and recommendations are forthcoming with completion of funding guides and the "regional planning data."

7. Eliminate unwarranted duplication of offerings through a well coordinated and articulated program of vocational-technical, adult general, and community instructional services education throughout the service area.

PPI - 3 - (7) Unwarranted duplication of program offerings identified by proper reviews of the steering committee will be reported to the full council during regular council meetings.

8. Review such other aspects of the programs and make such recommendations as are necessary to provide an efficient, well coordinated and comprehensive vocational-technical, adult general, and community instructional services education program as needed in the area served.

PPI - 3 - (8) Same as PPI-2 (8), paragraph one.

9. Provide a horizontal and/or vertical continuum to allow students to move from one area or level of competence to the next with no duplication of effort, time, and study.

PPI - 3 - (9) The facilitator has reminded the Chairman once again that the committee on articulation agreements has not yet been appointed. This will be discussed at the November Steering Committee meeting and the Chairman will make the appointments in the December 8 1976, regular council meeting. At that time the Chairperson for the committee will schedule the first meeting of this new committee. The facilitator will assist in planning and mailing out an agenda prior to meeting number one of the artiarlation agreement committee.

10. Develope and utilize a system to evaluate the effectiveness of the of the council and the delivery of programs to meet the needs in the area served.

PPI -3- (10) Two systems at the local council level are used for evaluating council effectiveness;

1. oral criticism from D.O.E. personnel attending the meetings.
2. "in-house" evaluation by the full council membership

This in addition to the council development project staff's written evaluation instruments.

b. No

C. The Chipola Area Coordinating Council's constitution and by-laws

(operating procedures) have been carefully examined by the steering committee and the recommendation will be made at the December 8, 1976, meeting to continue with no changes as it is satisfactory for efficient council operation.

DUVAL-NASSAU COORDINATING COUNCIL FOR VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION, AND COMMUNITY INSTRUCTIONAL SERVICES

Third Process Progress Inventory

Approved by the Council Chairman
October 27, 1976

Subject to Ratification by the Council
November 4, 1976

DUVAL-NASSAU COORDINATING COUNCIL FOR VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION, AND COMMUNITY INSTRUCTIONAL SERVICES

Philosophy

The Council exists so that programs of vocational education adult general education, and community instructional services may operate in a coordinated, articulated, effective, and efficient manner. With cooperative planning and evaluation through the Council, the delivery of educational services to youth and adults and the meeting of community manpower needs will be enhanced. The members of the Council believe that professionalism, cognizance, and harmony are essential for the achievement of Council goals.

Statement of Review--Philosophy

The Council has been functioning in a manner which is consistent with its stated philosophy. It appears that the cooperative spirit inherent to the philosophy is appropriate to guide the Council in its future endeavors. No changes to the philosophy as adopted appear warranted or desirable.

DUVAL-NASSAU COORDINATING COUNCIL FOR VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION, AND COMMUNITY INSTRUCTIONAL SERVICES

Goals

The goals for the Council are set forth by the Florida State Board of Education ~~Regulations~~ *Administrative Rules*, Chapters 6A-6.67 and 6A-14.37. The Duval-Nassau Coordinating Council for Vocational Education, Adult General Education, and Community Instructional Services has the following goals.

* To review the total vocational education, adult general education, and community instructional services programs in the Council's area.
* To make recommendations, as necessary, to the Duval County School Board, Nassau County School Board, the Florida Junior College at Jacksonville District Board of Trustees, the Commissioner of Education, and the appropriate division directors of the Department of Education.
* To encourage the development of new offerings or changes in existing offerings so that educational needs in the Council's area may be met.
* To take actions so that unwarranted duplications in programs of vocational education, adult general education, and community instructional services may be avoided.

Statement of Review--Goals

The goals as adopted by the Duval-Nassau Coordinating Council appear consistent with the Florida State Board of Education Administrative Rules, Chapters 6A-6.67 and 6A-14.37, and appropriate to guide the Council in fulfilling its responsibilities. The only

necessary change to the statement of goals is to change the word "Regulations" in the introduction to the term "Administrative Rules." Throughout the Council's operational model, the term "regulations" will be changed to "rules," "administrative rules," "board rules," or "state board rules" in order to be consistent with the language of the Florida State Board of Education.

The Council's direction in terms of its goals can be illustrated by a review of the Council's activities in relation to the objectives adopted by the Council.

Adopted January 8, 1976

DUVAL-NASSAU COORDINATING COUNCIL FOR VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION, AND COMMUNITY INSTRUCTIONAL SERVICES

Objectives

The Council's actions shall be guided by stated objectives. There are five (5) major objectives which evolve from the state *board rules* ~~regulations~~. The main objectives each have several supporting objectives.

Statement of Review--Objectives

The review of the Council's objectives is conducted for each supporting objective as a "Status of Accomplishment." The "Status of Accomplishment" is reported for March 1976, August 1976, and October 1976.

There are a few objectives which have not been fully accomplished. However, the objectives are viewed as valid and require more time for accomplishment than originally perceived. No objectives have been changed.

MAJOR OBJECTIVE 1.0

To review and recommend adjustments of existing activities and services--including counseling that will better meet the assigned responsibilities of each school system and the community college.

Supportin Objective 1.1

To prepare an inventory of all existing programs and courses.

Status of Accomplishment

1.1--March 1976

At the March 4, 1976 meeting, the Council discussed "Procedures for Conducting the Six Year Plan." A working committee was established to include: the Dean of Career, Adult, and Continuing Education, Florida Junior College; the Director of Vocational Education, Nassau County; and, the Director of Vocational Education, Duval County. The committee is scheduled to present a "Plan for the Plan" at the April 1, 1976 Council meeting. This plan should include an inventory of existing programs and courses.

1.1--August 1976

It is felt that the preparation of an inventory of all existing programs is a necessary activity in preparing a long-range plan for the Council.

The April meeting of the Council included as an agenda item, "Six Year Plan--'Plan for the Plan.'" At this meeting, Mr. John Sojat, Director for Planning, Programming, and Budgeting, Florida Division of Vocational Education presented the newly developed state planning process for vocational education programs.

At the May meeting, the Council discussed the agenda item "Recommendations for the Six Year Plan." At this meeting the Council decided that a long-range plan was necessary but passed a motion to not become involved in the planning process being piloted by the Division of Vocational Education.

1.1--August 1976 (continued)

The long-range plan was not included on the agenda for the June Council meeting. However, the Council Steering Committee did meet several times regarding the long-range plan. In submitting a project proposal for supplementing the Coordinating Council Development Project is was stated that "the members of the Duval-Nassau Coordinating Council believe that the effectiveness of coordinating councils is dependent upon the ability to systematically develop and implement plans." With the approval of this supplemental project the Council has the resources to produce a long-range planning model, and subsequently, a plan for the Council.

The August agenda for the Council includes a discussion on developing strategies for a long-range plan for the Duval-Nassau Coordinating Council. The working committee will devote most of the week of August 16-20, 1976 to the plan. The plan is tentatively scheduled to be approved at the regular November Council meeting.

1.1--October 1976

A subcommittee of the Duval-Nassau Coordinating Council Steering Committee met on August 30, 1976, and September 1, 1976, and the Steering Committee met on August 7, 1976, and August 20, 1976, to work on the "plan for the long-range plan." At the August 20, 1976, meeting of the Steering Committee a model for the plan was agreed upon. Appendix A, pages 48- 52, is the planning model outline.

1.1--October 1976 (continued)

A presentation on the long-range plan was made to the Duval-Nassau Career (Occupational) Educational Advisory Board at its August 22, 1976 meeting. Appendix B, pages 54- 56, is the agenda for that meeting. The purpose of the presentation included asking for initial input from the Advisory Board and informing the Advisory Board that there would be regular updatings on the progress of the plan.

The agenda for the October 7, 1976 Duval-Nassau Coordinating Council meeting included a presentation on the model for the long-range plan. Data is being gathered, at the present, by staff members of the Duval County Schools, the Nassau County Schools, and Florida Junior College. The deadline for gathering these data has been established as November 1, 1976. These data include a listing on all existing pre-vocational, pre-technical, and vocational education programs and courses as follows:

1.11 An inventory of facilities.

1.12 An assessment of facilities.

1.13 An assessment of equipment.

1.14 Number of student stations.

1.15 Enrollments (1975/76).

1.16 Program Completors for Vocational Education Programs (1975/76).

The instruments for collecting this data for the long-range plan are included as part of this document as follows:

1.1--October 1976 (continued)

Appendix C, pages 57-63 --Pre-Vocational Education Seventh Grade Wheel Program

Appendix D, pages 64-70 --Pre-Vocational Education Eighth and Ninth Grade Program

Appendix E, pages 71-77 --Vocational Education Programs for Exceptional Students

Appendix F, pages 78-84 --Pre-Technical Industrial Arts Education Programs

Appendix G, pages 85-99 --Vocational Education Programs

Supporting Objective 1.2

To prepare an inventory of facilities and major equipment which includes the number of stations and present utilization.

Status of Accomplishment

1.2--March 1976

The six year plan mentioned in the response to 1.1 should include, also, an inventory of facilities, major equipment, and number and utilization of student stations.

1.2--August 1976

The long-range plan mentioned in the response to 1.1 will include an inventory of facilities, major equipment, and number and utilization of student stations.

1.2--October 1976

Please see the response to 1.1--October 1976.

Supporting Objective 1.3

To receive and consider reports from member institutions on existing programs in reference to established standards such as cost, needs of groups served, quality of programs, and number and quality of placements.

Status of Accomplishment

1.3--March 1976

This objective has not been addressed at this time.

1.3--August 1976

The Council Steering Committee plans to recommend the review of agency placement and follow-up reports as an agenda item at a Council meeting during the Fall 1976.

1.3--October 1976

The long-range planning model includes gathering data on program needs, the status of curricula, student interest, and student placement information. These data are being gathered and will be reviewed to assist in making appropriate recommendations.

Supporting Objective 1.4

To make recommendations relative to continuance, change, or termination of existing programs.

Status of Accomplishments

1.4--March 1976

The six year plan mentioned in the response to 1.1--March 1976 should include recommendations relative to the continuance, change, or termination of existing programs.

1.4--August 1976

The long-range plan mentioned in the response to 1.1--August 1976 will include recommendations relative to the continuance, change, or termination of existing programs.

Council actions to the present have included (1) approval at the May meeting of two new programs for Nassau County, a Health Service Aide program and a Mechanical Clusters program; and (2) approval at the June meeting of two new programs for Duval County at Raines High School, a Health Service Aide program and a Law Enforcement Careers programs.

The Council plans to re-review five previously discontinued programs at Florida Junior College and to review three new programs which are being planned by Florida Junior College for offering during 1976/77.

1.4--October 1976

The long-range plan mentioned in response to 1.1--October 1976 will include recommendations relative to the continuation, change, or termination of existing programs. At the September 2, 1976 Council meeting, it was reported that Florida Junior College has requested a planning grant for a Marine Trade and Technical Center. It was reported, also, that Nassau County is offering a new Commercial Seamanship Program.

At the September 2, 1976, and October 7, 1976, meetings of the Council, the Community Instructional Services Staff [illegible] Duval-Nassau Coordinating Council [illegible] assignments of [illegible]

Supporting Objective 1.5

To identify procedures and techniques to improve the management of programs.

Status of Accomplishment

1.5--March 1976

The Council has begun planning for an EDPA funded summer workshop for Administrators of Vocational Education programs. This workshop will be designed to provide participants with information to improve their management of Vocational Education programs.

1.5--August 1976

Several Council members were involved in planning an EDPA funded summer workshop for Administrators of Vocational Education programs. This workshop was designed to provide participants with information to improve their management of Vocational Education programs and was held during the week of July 12-16.

The Duval-Nassau Coordinating Council was involved in planning and participating in the Florida Division of Vocational Education, Region II, Drive-In Workshop held in February 1976.

Most of the Council members attended the Coordinating Council Development Project Conference in Orlando during February 11 and 12, 1976. Two members of the Council attended the Coordinating Council Development Workshop in St. Petersburg on July 20-22, 1976.

1.5-- August1976 (continued)

Nearly all Council members plan to attend the Florida Annual Vocational Education Summer Workshop to be held in Orlando during the week of August 8-13, 1976.

1.5--October 1976

Several Council members attended the Florida Annual Vocational Education Summer Workshop held in Orlando during the week of August 8-13, 1976. Activities of this workshop were reported at the September 2, 1976 Council meeting.

At the October 7, 1976 regular Council meeting, Mr. John Holechzk, Coordinator of Vocational Education Equipment, Duval County School Board, reported on his involvement with the State Committee for Vocational Education Equipment Replacement. This report resulted in Council members and guests being appraised of many working concepts involved in the management of equipment for vocational education programs.

The planning model being used by the member institutions of the Duval-Nassau Coordinating Council includes a portion on vocational education equipment. This portion of the plan has the potential of being very helpful to vocational administrators in managing their programs. As part of the plan (Appendices C-G) pre-vocational, pre-technical, and vocational education equipment will be assessed by school, by program, and by member institutions in terms of:

1.5--October 1976 (continued)

1.51 Adequacy of equipment in terms of amount.

1.52 Portion of equipment which is beyond the need to be replaced.

1.53 The portion of equipment which needs replacing, year by year, over the next six years.

The October meeting included Mr. Frank Peterson, Member, Florida State Advisory Committee on Vocational and Technical Education, reporting on the status of the Study on the Effectiveness of Local Advisory Committees currently being undertaken by the State Advisory Committee. As part of his report, Mr. Peterson provided Council members and guests with several concepts on the utilization of local advisory committees in improving the management of vocational education programs. Mr. Peterson elaborated on the potential of local advisory committees in assisting in program curriculum development, program evaluation, and the placement of program completors.

Supporting Objective 1.6

To design and disseminate an inventory of available programs and services to counselors in each of the institutions.

Status of Accomplishment

1.6--March 1976

The February 4, 1976 Council agenda included an item on a "Joint Directory of Vocational Education." The Council took action and the directory is currently being developed. This directory will include an inventory of programs and services. Distribution of the directory will include counselors.

1.6--August 1976

The Council has agreed upon a design for a "Joint Directory of Vocational Education Programs." The directory has been designed and is presently being printed. Member institutions are sharing the production costs of the directory.

The Council supports an annual conference for counselors which is sponsored by the Jacksonville Career and Technical Education Council. The Jacksonville Career and Technical Education Council include representatives from Florida Junior College, the Duval County Schools, various community service agencies, businesses, and professional groups.

Florida Junior College has prepared and disseminated a handbook on occupational programs for use by high school and junior college counselors.

1.6--October 1976

The Directory of Vocational Education Programs in the Duval-Nassau Coordinating Council service area has been completed. Please turn to Appendix H, page 101, to see the directory.

The directory was made public on the morning of October 7, 1976, at a press conference involving the Superintendent of the Duval County Schools, the Superintendent of the Nassau County Schools, and the President of Florida Junior College. Appendix I, page 103, is a copy of the newspaper article.

1.6--October 1976 (continued)

The directory was distributed to members and guests of the Duval-Nassau Coordinating Council at its meeting on the afternoon of October 7, 1976. At a previous meeting, September 2, 1976, a plan for disseminating the directory, Appendix J, pages 104-106, was approved. Appendix K, pages 107-110, is some of the communication involved in disseminating the directory.

Supporting Objective 1.7

To prepare and make available a description of assistance available to adults who wish to prepare for an occupation.

Status of Accomplishment

1.7--March 1976

The directory described in the response to 1.6 will be suitable for and include distribution to adults who wish to prepare for an occupation.

1.7--August 1976

The directory described in the response to 1.6 will be suitable for and include distribution to adults who wish to prepare for an occupation.

In addition, information to assist adults is available through:

1.71 Radio and television programs involving efforts and support of members of the Duval-Nassau Coordinating Council

1.72 Project VIEW which has been implemented by Florida Junior College, the Duval County Schools, and the Nassau County Schools.

1.73 The Florida Junior College Career Development Centers.

1.7--August 1976 (continued)

1.74 Schedules, brochures, and catalogs as prepared and distributed by Florida Junior College.

1.75 Vocational Education Week.

1.76 The Urban League.

1.77 JOIC.

1.78 In the near future, the One-Stop Job/Education Center, as described in the response to 2.3--August 1976.

1.7--October 1976

The project for the One-Stop Job/Education Center has been funded and the Director has been hired. The Center officially will begin operation on November 1, 1976.

MAJOR OBJECTIVE 2.0

To review and recommend agreements between Boards so that coordinated and articulated vocational education, adult general education, and community instructional services will be provided to meet the educational needs of all residents in the Council's area.

Supporting Objective 2.1

To analyze existing agreements and recommend changes necessary to meet current educational needs.

Status of Accomplishment

2.1--March 1976

The April 1, 1976, meeting agenda for the Council has an item entitled "Articulation Agreements Resulting from Action of the Duval-Nassau Coordinating Council--Status Report." The status report is being prepared for the Council and will guide Council actions regarding agreements. Task forces will be approved to work on articulation between institutions and on curriculum articulation.

2.1--August 1976

A report on articulation agreements resulting from action of the Duval-Nassau Coordinating Council was distribured at the April Council meeting. The Chairman requested the members of the Council to study the report and that the topic be included in the May Council meeting.

The May Council meeting included the agenda topic, "Report on Articulation Agreements Between Educational Agencies of the Duval-Nassau Coordinating Council." At this meeting, Council members discussed the articulation agreements between Florida Junior College and the two school districts. There are several successful articulation agreements between the University of North Florida and Florida Junior College which were discussed.

Further study as to the success of specific articulation agreements is needed at this time.

2.1--October 1976

It is intended that the long-range plan will include a section on agreements. Please refer to Section XIII of Appendix A, page . This section of the plan will include:

2.11 An assessment of existing agreements.

2.12 Recommendations for maintaining, modifying, eliminating, and/or new agreements.

Supporting Objective 2.2

To initiate procedures which will ensure that students are permitted to progress sequentially in vocational programs within and among educational institutions.

Status of Accomplishment

2.2--March 1976

See the response to 2.1.

2.2--August 1976

See the response to 2.1.

2.2--October 1976

See the responses to 2.1--March 1976, 2.1--August 1976, and 2.1--October 1976.

Supporting Objective 2.3

To initiate procedures that will enable each institution to use the services of educational, industrial, business, and cultural agencies in the community which can contribute to programs and courses offered by respective institutions.

Status of Accomplishment

2.3--March 1976

As a result of efforts of the Duval-Nassau Coordinating Council and the Duval-Nassau Occupational Education Advisory Board, a project is being funded through CETA for a "One-Stop Job/Education Center." The Center is scheduled to begin operation on May 1, 1976. The primary direction of the Center will be to aid individuals needing occupational development services on a personal one-to-one basis. It will also serve educators--faculty, placement specialists, counselors--and employees in respect to job needs and their involvement in career education. Some of the persons using the Center will be: students in public and private schools; school and college dropouts; adults caught in the career changing

2.3--March 1976 (continued)

environment; unemployed, underemployed, and underprivileged; employers' job needs and participation in career development programs; educators needing employer lecturer, plant tours, materials aid, etc.; disadvantaged, handicapped, illiterates and ex-offenders.

2.3--August 1976

The "One-Stop Job/Education Center" did not begin operation on May 1, 1976 as speculated in March 1976. The original plans for the "One-Stop Job/Education Center" included operation through the Mayor's Office, City of Jacksonville. However, technical difficulties have delayed the opening of the Center and the Mayor's Office has requested Florida Junior College to operate the Center on a sub-contract basis. The Center is scheduled to begin operation on or about September 1, 1976 under the administration of Florida Junior College.

2.3--October 1976

The "One-Stop Job/Education Center" has been funded and the project has been negotiated between CETA and Florida Junior College. The Center Director, Mr. Tracy D. Connors, has been selected. The Center is scheduled to become operational on November 1, 1976.

Supporting Objective 2.4

To establish major areas of responsibility for each institution allowing for procedures that will enable each institution to make application for exceptions on a case by case basis when reasonably justified.

Status of Accomplishment

2.4--March 1976

See the response to 2.1.

2.4--August 1976

See the response to 2.1.

2.4--October 1976

See the responses to 2.1--March 1976, 2.1--August 1976, and 2.1--October 1976. Evidence of the Council's ability to establish areas of responsibilities is illustrated by the Council's action taken on the Community Instructional Program at the September 2, 1976 Council meeting. The following motion was made by Dr. Charles H. Cline, Assistant Superintendent for Curriculum Development, Duval County Schools; seconded by Mr. Clyde O. Smith, Area Manager, Florida State Employment Service; and passed by a unanimous vote of the Council:

> Since Florida Junior College at Jacksonville (FJC) has been delivering Community Instructional Services (CIS) in Duval County, per existing agreement between FJC and the Duval County School Board (DCSB), and the Nassau County School Board (NCSB) has been delivering such services in Nassau County, move:
>
> 1. That FJC continue to have responsibility for delivering CIS activities in Duval County during 1976/77, and that NCSB continue to deliver CIS activities in Nassau County during 1976/77
>
> 2. In accordance with draft Department of Education guidelines that FJC and NCSB be instructed to
>
> (a) survey promptly problem areas in their respective counties.
>
> (b) develop and submit to the Coordinating Council for review and approval a list of problem areas to be addressed by CIS activities; and

2.4--October 1976 (continued)

(c) develop a package of courses and/or activities designed to assist in solving problems identified under (b) above for Coordinating Council review and approval.

3. That top priority be given by FJC to delivery of CIS courses needed by DCSB personnel, as identified by the Superintendent of Schools, Duval County or or his designee.

Subsequent action to this motion occurred at the October 7, 1976 Council meeting with the Council approving the CIS program for the Duval-Nassau Coordinating Council service area as outlined in Appendix L, pages 111-112.

MAJOR OBJECTIVE 3.0

To review and make recommendations concerning long-range (6 years) objectives for the school districts and the community college districts and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplication.

Supporting Objective 3.1

To secure a demographic, social, and economic survey of Duval County and Nassau County.

Status of Accomplishment

3.1--March 1976

This objective should be addressed as part of the six-year plan described in the response to 1.1. Demographic, social, and economic data are available through the Census information and the Chamber of Commerce.

3.1--August 1976

This objective will be addressed as part of the long-range plan described in the response to 1.1. Demographic, social, and economic data are available through the Census information and the Chamber of Commerce.

3.1--October 1976

This objective has expanded to include the entire five (5) counties included in the Jacksonville SMSA and to include data in addition to that listed in the original objective 3.1. The data listed in Section I, Appendix A, page 49 has been collected for the Duval-Nassau Coordinating Council by the Jacksonville Planning Board.

Supporting Objective 3.2

To conduct an assessment of needs relative to vocational education, adult general education, and community instructional services.

Status of Accomplishment

3.2--March 1976

Needs relative to vocational education, adult general education, and community instructional services should be addressed in compiling the six-year plan for the Council.

3.2--August 1976

Needs relative to vocational education, adult general education, and community instructional services will be addressed in compiling the long-range plan for the Council.

3.2--August 1976 (continued)

Community needs have been assessed through:

3.21 The Battelle Study of Occupation needs conducted through the efforts of the Duval-Nassau Coordinating Council.

3.22 A "Goals and Priorities Study" conducted by the Community Education Advisory Committee.

3.23 Studies compiled by the Florida Department of Commerce through the Florida State Employment Service.

3.24 The planning efforts of the Consolidated City of Jacksonville.

3.2--October 1976

Program needs are being addressed as part of the long-range planning process as outlined in Appendix A, beginning on page 48. A needs assessment compiled from 20 studies conducted in Duval and Nassau counties was distributed at the September 2, 1976 Council meeting. This needs assessment formed the basis for the priorities for funding the separate portions of the Community Instructional Services program. Appendix M, pages 113-114, consists of the Community Instructional Services needs assessment.

Supporting Objective 3.4

To recommend objectives for the respective institutions as needed to ensure that educational and manpower needs are being addressed and that services are not being unnecessarily duplicated.

Status of Accomplishment

3.4--March 1976

This objective should be addressed as a portion of the six-year plan.

3.4--August 1976

This objective will be addressed as a portion of the long-range plan for the Council.

3.4--October 1976

This objective is being addressed through the Council's long-range plan.

MAJOR OBJECTIVE 4.0

To review data in support of proposed programs, recommend to the appropriate board approval or disapproval of the program, and if necessary, recommend the assignment of responsibility to the appropriate institution in accordance with specific local cooperative agreements and policies of the State Board.

Supporting Objective 4.1

To review and make recommendations based upon supporting data on proposed programs and courses or the termination of programs and courses in each of the institutions.

Status of Accomplishment

4.1--March 1976

Proposals for new programs or to terminate programs are reviewed at Council meetings. During this school year, Florida Junior College terminated five vocational programs in which placement of program completors was low.

4.1--August 1976

See the response to 4.1--March 1976 and the response to 1.4--August 1976.

4.1--October 1976

The long-range planning model being implemented by the Duval-Nassau Coordinating Council includes a portion on total employment and percentage of change in employment for the period 1976-1982. In addition, data are being compiled on the total of job openings and projected number of completors by program area. Recommendations on programs, will incorporate input on undersupply and oversupply of program completors.

Supporting Objective 4.2

To review and make recommendations on requests by institutions for proposed facilities and major instructional equipment requiring State approval.

Status of Accomplishment

4.2--March 1976

The Duval County School Board is building a new vocational skill center, and Florida Junior College is building a new downtown campus. The Council meetings are used for the institutions to keep each other informed on the progress of new facilities. In the use of facilities, there has been cooperation and coordination between the community college and the school districts. School district buildings are used for community college classes. The Florida Junior College JET Center is operating in relocatable buildings on loan from the Duval County School Board until the opening of the new downtown campus.

4.2--August 1976

A "Progress Report on the New Junior College Downtown Campus and the New Duval County Westside Skill Center" is included as an agenda item for the August 1975 meeting of the Council.

4.2--October 1976

The August 5, 1976 Council meeting agenda included progress reports on the new Florida Junior College Downtown Campus and the Duval County School System's new Westside Skill Center. The October 7, 1976 Council meeting concluded with a tour of the new Florida Junior College Downtown Campus which is under construction.

Supporting Objective 4.3

To review and make recommendations concerning annual budget requests for special projects and programs to be presented for State approval including the Vocational Education Funding Guide.

Status of Accomplishment

4.3--March 1976

The February 5, 1976 meeting of the Council included on the agenda "Presentation and Review of Vocational Education Funding Requests." At this meeting, the funding guides for Florida Junior College and the two school systems were reviewed and discussed.

4.3--August 1976

The Council plans to include a review of the annual vocational education funding requests as a regular item at the February meeting each year.

4.3--October 1976

The Council plans to include a review of the annual vocational education funding requests as a regular agenda item at the February meeting each year.

MAJOR OBJECTIVE 5.0

To review such other aspects of the programs and make such recommendations as are necessary to provide effective, well-coordinated, and comprehensive programs of vocational education, adult general education, and community instructional services.

Supporting Objective 5.1

To arrange for the input of ideas, viewpoints, data, and research that will assist the Council in making valid recommendations.

Status of Accomplishment

5.1--March 1976

The Council generally hears reports from Council members who have useful information from attending workshops and conferences. In addition, reports from various sources are solicited for Council meetings. For example, the April agenda included the Director of the Committee of 100 reporting on "Industrial Development for the Greater Jacksonville Area."

5.1--August 1976

Since March 1976, Council agenda for April, May, and June have included presentations on proposed and enacted state legislation. The Council received reports from the Florida State Employment Service at the May 1976 meeting. Additionally, the

5.1--August 1976 (continued)

Council receives periodic reports from the Mayor's Manpower Division, City of Jacksonville, on CETA and related information.

Members of the Duval-Nassau Coordinating Council reviewed CAPS, the Computer Assisted Placement Services program, as developed by Educational Systems Research Institute, located in Pittsburgh, Pennsylvania. As a result of favorable action by the Council and by Council members, CAPS has been implemented by Florida Junior College, the Duval County Schools, and Nassau County Schools. All vocational education program completors and graduates within the area served by the Duval-Nassau Coordinating Council have the benefits provided by CAPS. The Duval-Nassau Coordinating Council is the only coordinating council in Florida with a program such as CAPS serving the council's entire area.

5.1--October 1976

The October 7, 1976 Council meeting agenda included presentations (1) by Mr. John Hojechek, Coordinator of Vocational Equipment, Duval County Schools, on his work with the State Committee for Vocational Education Equipment Replacement; and, (2) by Mr. Frank Peterson, Member, State Advisory Council on Vocational and Technical Education involving his work on the Study of the Effectiveness of Local Advisory Committees being undertaken by the Advisory Council.

Supporting Objective 5.2

To review information from those receiving and requesting services.

Status of Accomplishment

5.2--March 1976

The One-Stop Job/Education Center will provide feedback information from the people being served through the Center. The Student Career Interest Survey is reviewed annually by the Council. This survey is conducted by the Duval County and Nassau County school systems and reviewed by the entire Council.

5.2--August 1976

See the response for 5.2--March 1976.

5.2--October 1976

At the October 7, 1976 Council meeting, the Duval County Student Interest Survey conducted in Spring 1976 was reviewed. Appendix N, pages 142-152, consists of the survey reports reviewed by the Council. The 1976 survey was compared with the Duval County Student Interest Surveys conducted for the previous four years and a comparison with job opening areas relative to areas of student interest.

Student interest information will be considered as input in the Council's program recommendations resulting from the long-range plan.

Supporting Objective 5.3

To provide opportunities for those concerned with the goals of the Council to have appropriate input into Council deliberations (e.g. business, industry, private schools, proprietary schools, media, labor unions, professional groups, school staffs, lay groups, and other community groups).

Status of Accomplishment

5.3--March 1976

The Council's primary advisory group is the Duval-Nassau Occupational Education Advisory Board. The Board is made up of a cross section of the community and meets regularly. A five-year plan for vocational education in Duval and Nassau Counties, Blueprint for Action, was prepared by the Board and presented to the Council in September of 1975. This document is a valuable guide for Council endeavors.

5.3--August 1976

Several Council members are involved with the activities of the Jacksonville Career and Technical Education Council. This organization includes representation from Florida Junior College, the Duval County Schools, various community services agencies, businesses, and professional groups. The Jacksonville Career and Technical Education Council is a valuable resource to the Duval-Nassau Coordinating Council.

The "One-Stop Job/Education Center" referenced in the response to 2.3 has a board of directors consisting of the following persons or their designees:

5.31 Mayor of Jacksonville.

5.32 President, Florida Junior College.

5.33 Superintendent, Duval County Schools.

5.34 Superintendent, Nassau County Schools.

5.35 Jacksonville Metropolitan Manager, Florida State Employment Service

5.3--August 1976 (continued)

5.36 Chairman, Duval-Nassau Occupational Education Advisory Board.

This board of directors through design will have a considerable amount of input which will influence Council deliberations.

5.3--October 1976

See the responses to 5.3--March 1976 and 5.3--August 1976.

Supporting Objective 5.4

To establish a plan for evaluating the work of the Council.

Status of Accomplishment

5.4--March 1976

The six-year plan should include the Council's plan for evaluation. However, this objective has not been addressed at this time.

5.4--August 1976

The Duval-Nassau Coordinating Council's by-laws provide for an Evaluation Committee and an evaluation report to be presented at the annual September meeting. The long-range plan will include the Council's plan for evaluation.

5.4--October 1976

The Council has not established a plan for evaluating its work. The Process Progress Inventories have served very well as an evaluative approach. The Council may decide to adopt the Process Progress Inventory approach as a method of regular Council evaluation.

Adopted January 8, 1976

DUVAL-NASSAU COORDINATING COUNCIL FOR VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION, AND COMMUNITY INSTRUCTIONAL SERVICES

Evaluation Process

The evaluation of the Council will be a function of the Council Planning and Evaluation Committee. The Committee will consist of the Superintendent of Schools, Duval County; the Superintendent of Schools, Nassau County; the President, Florida Junior College at Jacksonville; the Council member appointed from the Duval-Nassau Occupational Education Advisory Board; and the Council Executive Secretary. The evaluation will be on a continual basis with a written report being submitted to the Council at the regular Council meeting in September.

The Committee will establish the plan for evaluating the activities of the Council. The evaluation will include:

1. Information on the accomplishment of Council adopted objectives.
2. Input from the community on Council activities.
3. Feedback regarding the Council's role in assisting the individual member institutions.
4. Subjective judgments of members of the Council Planning and Evaluation Committee.

The annual evaluation of Council activities will serve as a basis for Council objectives for the successive year.

Statement of Review--Evaluation Process

The evaluation process has not been implemented as established in the model. The administration of the three "Process Progress Inventories" has served in place of the evaluation process element of the model. However, it is felt that this element should remain as an element of the Duval-Nassau Coordinating Council operational model.

DUVAL-NASSAU COORDINATING COUNCIL FOR VOCATIONAL EDUCATION, ADULT GENERAL EDUCATION, AND COMMUNITY INSTRUCTIONAL SERVICES

By-Laws

Adopted January 8, 1976

Statement of Review--By-Laws

In reviewing the by-laws all sections are stated. In instances where necessary a "Comment" will follow the related section.

Article I

Name

Section 1 — The name of the organization shall be the Duval-Nassau Coordinating Council for Vocational Education, Adult General Education, and Community Instructional Services; hereafter, referred to as the Council.

Article II

Legal Base

Section 1 — Florida State Board of Education ~~Regulations~~: *Administrative Rules:*

Chapter 6A-6.67 (School Districts).
Chapter 6A-14.37 (Community Colleges).

"A coordinating council for vocational education, adult general education, and community instructional services shall be established in each community college district."

Article III

Authority

Section 1 — The Council shall have authority to make recommendations to the Duval County School Board, the Nassau County School Board, the Florida Junior College at Jacksonville District Board of Trustees, the Commissioner of Education, and the appropriate division directors of the Department of Education.

Section 2 The Council shall take no action which is in conflict with Florida Statutes, Florida State Board of Education *Administrative Rules* ~~Regulations~~, or Department of Education Guidelines.

Section 3 The Council shall have no authority to mandate action by the boards of the institutional membership.

Article IV

Purpose

Section 1 The purpose of the Council shall be to carry out the requirements of Chapters 6A-6.67 and 6A-14.37 of the Florida State Department of Education ~~Regulations~~. *Administrative Rules*

Section 2 In addition to Article IV, Section 1, the Council shall adopt written philosophy, goals, objectives, and evaluation process to guide Council action.

Article V

Membership

Section 1 Institutional membership shall include:

Duval County School District.
Nassau County School District.
Florida Junior College at Jacksonville.

Section 2 The Council shall consist of no more than fifteen (15) individual members.

Section 3 In accordance with Florida State Board of Education *Administrative Rules* ~~Regulations~~, Chapters 6A-6.67 and 6A-14.37, member institutions shall be represented by individuals employed in the following capacities:

School Districts--The Superintendent of Schools and staff members responsible for Vocational Education and Adult General Education as designated by the Superintendent of each member school district.

Community College--The President and staff members responsible for Vocational Education and Community Instructional Services as designated by the Community College President.

Each institution listed in Article V, Section 1, shall appoint a total of three (3) individual members.

Comment

Each member institution does have three (3) individuals serving as Council members.

Section 4 In addition to the institutional members provided in Article V, Section 3, Council membership will include at least each of the following:

Representative appointed by the University of North Florida (UNF) to be the official spokesman for the UNF administration and other state universities providing educational services in Duval and Nassau Counties.

Representative of the Mayor of Jacksonville on CETA and Manpower Programs, appointed by the Mayor.

Area Manager of the Florida State Employment Service.

Representative of and appointed by the Duval-Nassau Occupational Education Advisory Board.

Lay representative from the community, appointed by the Council.

Comment

Council membership was increased as provided by this section. The additional members are an asset to the Council.

Section 5 Council members specified in Article V, Section 3 and 4, shall serve for a term of one (1) year. Recommendations regarding reappointment of Council members shall be made by the Council Membership Committee.

Section 6 The names of Council members shall be filed with the Council Executive Secretary.

Section 7 Each member of the Council specified in Article V, Sections 3 and 4, shall have one (1) equal vote on Council actions requiring voting.

Section 8 There shall be no alternates to memberships nor proxy voting.

Section 9 The absence of a Council member as specified in Article V, Section 4 from three (3) consecutive meetings of the Council shall be cause for the Council to consider obtaining a replacement.

Article VI

Officers

Section 1 The officers of the Council shall consist of a Chairman, Vice Chairman, and Executive Secretary. The Chairman and Vice Chairman shall be Council members as specified in Article V, Section 3, and shall be elected by Council members specified in Article V, Sections 3 and 4. The Executive Secretary shall be appointed by the Chairman and may, or may not, be a Council member.

Comment

The by-laws specify that there should be a Vice Chairman. In practice the Council has two (2) Vice Chairmen, the Superintendent of the Duval County Schools and the Superintendent of the Nassau County Schools.

Section 2 The Chairman shall preside at meetings of the Council. The Vice Chairman shall act for the Chairman in his absence. In the event that neither officer will be in attendance, the Council Chairman shall designate a member to preside.

Section 3 The Executive Secretary shall keep the minutes and records of the Council, prepare the agenda of regular meetings with assistance from the Council Steering Committee, prepare correspondence on behalf of the Council and for the Chairman, and attend to other duties assigned by the Council and the Chairman.

Comment

The Executive Secretary has been functioning as specified in the by-laws. The addition of an Executive Secretary as a staff position for the Council has increased the effectiveness and capabilities of the Council.

Article VII

.Election of Officers

Section 1 The annual election meeting of the Council shall be held in July at which time the Chairman and Vice Chairman shall be elected. Officiating shall commence at the next regular meeting.

Comment

The Council did not meet in July. The annual election of officers occurred at the August meeting.

Section 2 All elected officers shall serve for a term of one (1) year.

Section 3 Vacancies in offices shall be filled by election at a regular or special meeting of the Counci.

Article VIII

Meetings

Section 1 The Council shall meet regularly each month. During the regular Council meeting in July the annual meeting calendar shall be established. Each Council member shall be notified of the time and place of scheduled meetings.

Comment

The Council did not meet in July. An annual calendar was approved at the August 1976 Council meeting.

Section 2 The regular meeting place shall be the North Campus of Florida Junior College at Jacksonville; however, the Council may schedule regular meetings at other locations.

Comment

The Council meets regularly at the North Campus of Florida Junior College. However, the Council held its February 1976 meeting at the West Nassau High School and its October meeting at the JET Center of Florida Junior College located in downtown Jacksonville.

Section 3 The regular meeting time shall be the first Thursday of each month at 2:00 p.m.; however, the Council may schedule regular meetings for other times.

Comment

Most meetings are held at 2:00 p.m. Occasionally, meetings are held at 2:30 p.m. The February 1976 meeting held in Nassau County began at 12:30 p.m.

Section 4 The agenda for each regular meeting shall be established by the Council Steering Committee at least ten (10) days prior to the meeting. The Executive Secretary will prepare and distribute the agenda. Additional items may be included in the agenda at the discretion of the Chairman.

Section 5 Special meetings may be called by the Chairman or when requested in writing by four (4) members of the Council. The notice that calls for a special meeting should state the purpose for which the meeting is called and should include the time and place of the meeting. Council members should receive notice of a special meeting at least two (2) working days prior to the meeting.

Comment

No special meetings have been called since the adoption of these by-laws. However, it is felt that this option should be maintained.

Section 6 A quorum shall consist of two-thirds (2/3) of the members being in attendance at a regular or properly called special meeting.

Section 7 The Chairman or Council may invite lay persons or groups to Council meetings to receive or contribute specific information.

Section 8 All Council meetings shall be open to the public.

Article IX

Committees

Section 1 The Chairman shall appoint such standing and ad hoc committees as the Council deems necessary.

Section 2 There shall be a Council Membership Committee selected from the Council institutional members as provided in Article V, Section 3. The Council Membership Committee shall review ~~Council membership and submit a report with recommendations regarding Council membership at the regular Council meeting in July.~~ *the Council membership specified in Article V, Section 4, and submit a report with recommendations regarding Council membership relative to Article V, Section 4, at the regular Council meeting in July.*

Comment

A special Council Membership Committee was not appointed. The Council Steering Committee functioned as the Membership Committee. The Committee reported its recommendations on membership at the June 1976 meeting.

This section is being changed to reflect a review of members other than those appointed by the member institutions. Member institutions, not the Council, have the responsibility for appointing their representatives to the Council.

Section 3 There shall be a Council Steering Committee composed of at least one (1) representative from each of the three (3) institutional members specified in Article V, Section 1. The Council Steering Committee shall establish the agenda for regular Council meetings and work with the Chairman or his appointee on Council matters. Each member of the Council Steering Committee shall keep his institution informed about Council matters and shall provide the Council with the necessary information from his institution for Council functioning.

Comment

A Council Steering Committee was established and functions continuously. The Council Steering Committee concept is one of the most valuable organizational aspects of the Duval-Nassau Coordinating Council operational model.

Section 4 The Superintendent of Schools, Duval County; the Superintendent of Schools, Nassau County; the President, Florida Junior College at Jacksonville; and the Council member representing the Duval-Nassau Occupational Education Advisory Board; and the Council Executive Secretary shall serve as the Council Planning and Evaluation Committee. The Council Planning and Evaluation Committee shall:

(a) review the Council's philosophy, goals, and by-laws on a continuing basis. A report on recommended changes will be made to the Council at the regular meeting in August.

(b) Continuously evaluate the Council's activities, accomplishments, and effectiveness. An annual evaluation report will be made to the Council at the regular meeting in September, and

(c) prepare annual management objectives to direct Council operation. The Council Planning and Evaluation Committee shall submit the objectives to the Council at the regular Council meeting in October for adoption.

Comments

The Council Planning and Evaluation Committee has not been operationalized as stated in these by-laws. However, the intended functions of the Council Planning and Evaluation Committee have been carried out through administering the "Process Progress Inventories." The Council Steering Committee and Council Executive Secretary prepared the "Process Progress Inventories" which have been included as agenda items for the review and approval of the entire Council.

It is felt that this section should be maintained as part of the model. The Council will probably implement this section after the Coordinating Council Development Project ends and "Process Progress Inventories" are not formally required by an agency other than the Council. It seems apparent that the evaluation format to be adopted by the Council will be influenced by "Process Progress Inventory" format.

Article X

Advisory Board

Section 1 The Duval-Nassau Occupational Education Advisory Board has been established to implement the provisions of the Florida State Department of *Education* ~~Administrative Rules Education Regulations~~ Chapter 6A-6.68 (School Districts) and Chapter 6A-14.38 (Community Colleges). This Board is composed of community representatives of business and industry and serves as the primary lay advisory group on vocational and adult general education for the Council as well as the Duval County School Board, the Nassau County School Board, and Florida Junior College at Jacksonville District Board of Trustees.

Comment

The provision of a joint, single advisory board serving the two school boards, the junior college board of trustees, and the Council on matters pertaining to vocational education is a major strength of the Duval-Nassau Coordinating Council operational model. The board consists of many dedicated, influential individuals who are interested in promoting vocational education in the Duval-Nassau area.

With input from a single board, there tends to be action in a common, well-communicated direction. The concept of a single, joint advisory board has the potential to, and does in the Duval-Nassau area, enhance the opportunities for genuine coordination among educational agencies and with the community.

Article XI

Parliamentary Authority

Section 1 The order of business of regular Council meetings shall be:

Roll Call and Introduction of Guests.

Approval of Minutes of Previous Meetings.

Communication and/or Special Presentations.

Committee Reports.

Old Business.

New Business.

Adjournment.

Section 2 Robert's Rules of Order ~~shall prevail at all~~ *Newly Revised shall prevail at all* Council meetings provided they are not in conflict with the Council's by-laws.

Comment

This section has been changed to include the latest edition of Robert's Rules of Order.

Article XII

Amendments to the By-Laws

Section 1 — These by-laws may be amended by a two-thirds (2/3) vote of a quorum, at any regular meeting provided that the proposed amendment(s) are published in a letter to each Council member two weeks before the meeting at which a vote is taken on the proposed amendment(s).

Comment

The admendments to the by-laws as presented in this review will be included as an agenda item at a Council meeting for ratification. At the October 7, 1976 Council meeting, the Council authorized the Chairman to approve the refined Duval-Nassau Coordinating Council operational model for submission to the Coordinating Council Development Project central staff.

MANATEE-SARASOTA COUNCIL

Process-Progress Inventory Number III
November 1, 1976

GOAL I

Review and recommend adjustments of existing programs, activities and services including counseling that will better meet the assigned responsibilities of each district and the Junior College.

Strategies

1) Prepare an inventory of all existing programs and courses.

Action--
As indicated in PPI number I and number II inventories have been completed of the vocational programs and courses, and community instructional services.

It is planned to update these inventories for the current fiscal year.

2) Analyze the assembled inventory of existing programs and courses in reference to established standards, such as costs, facilities, equipment, needs of groups served, quality of program or course, numbers and quality of placements and the like.

Action--
At the August 20, 1976 meeting of the Coordinating Council a proposed Assessment Planning-Coordination project was accepted by the Council. see appendix item 1.

At the September 10, 1976 meeting of the Coordinating Council a recommendation of the steering committee that the vocational/ occupational area (discipline) of Industrial Education become the first area of investigation was accepted by the Council. see appendix item 2.

This latter action has been initiated with the appointment of a coordinator for the project and the selection of two representatives from each of the institutions to serve as a governing committee. This group met with the Coodinating Council at the meeting on October 8, 1976 and explained the initial plans for the project.

A further statement has been prepared by the coordinator of the project with the assistance of the steering committee. This statement is being distributed to Coordinating Council members for discussion at the Ncvember 12, 1976 meeting of the Council. see appendix item 3.

3) Make recommendations relative to continuance, termination or change of existing programs.

Action--
A sub-committee concerned with community instructional services presented a statement Identification of Community Problems at the

September 10, 1976 meeting of the Council. This report was accepted and will have an impact for change in the community instructional services program. see appendix item 4.

4) Prepare an inventory of facilities and major equipment identifying particularly the number of stations available for each program and course, the present utilization.

Action--
The industrial education project will include a study of this nature. Similar information will be assembled for other occupational areas as additional projects are developed.

5) Design and adapt uniform definitions for all programs and courses.

Action--
As noted in PPI number I and PPI number II the Council has adopted the material in the bulletin Standard Terminology for Curriculum and Instruction in Local and State School Systems, State Educational Records and Reports Series: Handbook VI U.S.O.E. for reporting purposes.

6) Institute a study designed to identify procedures and techniques that will promote efficiency and improved management of programs.

Action--
The project described earlier will react to this strategy.

7) Design and disseminate an inventory of available programs and services to counselors in each institution.

Action--
No action has been taken.

8) Prepare and make available a description of assistance available to adults who wish to prepare for an occupation.

Action--
No action has been taken.

GOAL II

Review and recommend agreements between boards to provide coordinated and articulated vocational education, adult general education, and community instructional services programs to meet the educational needs of all residents in all communities in the region.

Strategies

1) Initiate agreements that will permit students to progress in a ladder fashion in all occupational areas.

   Action--

   As reported in PPI number I and number II initial action has been taken in the health program to make it possible for LPN graduates to receive credit by examination for advanced standing in the RN program. These agreements have been worked out by a sub-committee representing the nursing field, and have been reported to the Council.

   The current project in industrial education will address this problem and should have recommendations for the Council to consider.

2) Establish major areas of responsibility for each institution allowing for procedures that will enable each institution to make application for exceptions where reasonable doubt exists.

   Action--

   The developments in the community instructional services will undoubtedly result in the establishment of some areas of responsibility as this program may be operated in the junior college and the school districts. A sub-committee is currently working on this area of concern, and will report to the council relative to recommendations at the November 12, 1976 meeting.

   The industrial education project will attack this problem especially in the area of trade extension or supplemental programs.

3) Initiate arrangements that will enable each institution to use the services of educational, industrial, cultural and scientific agencies in the community that can contribute to the instructional programs and courses offered by the respective institutions.

   Action--

   Individual institutions have made arrangements of this nature. The council has not made such arrangements on a regional basis.

GOAL III

Review and make recommendations concerning long range (6 years) objectives for the school districts and the junior college and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplication.

Strategies

1) Secure a demographic, social and economic survey of Manatee and Sarasota Counties.

2) Project the data collected in the survey into an educational plan for Manatee and Sarasota Counties.

3) Analyze community needs to assure that unnecessary services are not being rendered, that services are not being duplicated unnecessarily, and that programs and courses are being implemented to fill any educational gaps or voids that are discovered.

4) Assign responsibilites to each of the respective institutions for programs and courses included in the educational plan.

The Council has not undertaken during the implementation stage any research projects. It has been assisted by the Career Education Consortium which has undertaken and accumulated the results of studies which have proven helpful to the council. see appendix items 5 and 6.

Other items which have been available include the following:

a. Florida Employment Directions
Industries and Occupations 1970-1980
Planning District 8 and
Tampa-St. Petersburg SMSA
Florida Department of Commerce February 1976

b. Market Profile - Sarasota-Manatee Counties
Sarasota Herald Tribune 1976

GOAL IV

Review data in support of proposed programs, recommend to the appropriate board approval or disapproval of the program, and, if necessary, recommend the assignment of responsibility to the appropriate district in accordance with specific local cooperative agreements and policies of the state board.

Strategies

1) Analyze, comment upon, and make recommendations concerning all proposed programs and courses, or the termination of programs and courses in each of the institutions.

2) Analyze, comment upon, and make recommendations concerning all proposed facilities and major instructional equipment requested by each institution for state approval.

3) Analyze, comment upon, and make recommendations concerning annual budget requests for special projects and programs to be presented for state approval.

The Council reviewed and approved the federal funding guides of each institution at the council meeting on January 9, 1976. It is expected that this procedure will become an annual procedure of the council.

The Council is currently reviewing the recommendations of the subcommittee on community instructional services and will take action on this matter at the Council meeting on November 12, 1976.

The current assessment-planning and evaluation project being initiated in the field of industrial education will undoubtedly result in several recommendations regarding programs, courses, facilities and equipment that the council will be requested to consider for appropriate action.

GOAL V

Review such other aspects of the programs and make such recommendations as are necessary to provide an efficient, well coordinated and comprehensive vocational education, adult general education and community instructional services program.

Strategies

1) Arrange for the infusion of ideas, viewpoints, comments, data, research and other proposals that will enable the council to make considered, logical and fair recommendations.

Action--
The assessment, planning and evaluation project which is being initiated in the field of industrial education will provide an opportunity for the council to receive input in the form of proposed regional planning in areas of immediate concern to the council. The inclusion of DOE personnel as consultants in the project will provide for additional assistance and assurance that the project will relate directly to both regional and state-wide concerns.

2) Allow for those receiving and for those requesting services to have opportunities to present their concerns to the council.

Action--
The project discussed under point 1) is to include supervisors, teachers, students, and lay advisory personnel as direct sources of information in the formulation of all recommendations.

3) Provide opportunities for those concerned with the goals of the council to have appropriate input into the deliberations of the council. Such concerned groups may include universities, private schools, preparatory schools, representatives of the media, business and industry groups, labor unions, professional groups, representatives of scientific institutions, faculties and other lay and community groups.

The by-laws require an annual public meeting. The first such meeting was held on June 25, 1976. The by-laws also provide for a lay advisory committee.
The current assessment, planning and evaluation project will also provide opportunities for input from many of the listed groups.

Any summary of the accomplishments of the Council should include the Annual Report September 1975-June 1976 which documents the model development, the initial activities during the implementation stage, and the directions which the council plans to follow in the next year. see appendix item 7.

Proposed
Assessment - Planning - Coordination Project

At a meeting of the steering committee with the newly elected chairman and the past chairman it was proposed that the Council undertake an action program for fiscal year 1976-1977. The steering committee proposes an assessment, planning and coordination project for Council consideration.

An inventory of current programs, an assessment of needs for the near future, a plan for action during the coming five years and a list of proposed coordination activities would be developed for the programs currently under the purview of the Council. The project would be intitiated with a study of each of the seven occupational areas established by the State Department of Education, namely, agriculture education, business education, distributive education, divirsified occupations education, home economics education, industrial education, and technical and health education.

This project would address itself to the following questions:

1. What is the current status of the program in the three institutions?

2. Is there unneccessary duplication in the current program?

3. Are there voids in the current program?

4. What has been the placement history in the program?

5. What is the projected employment in the occupations served by the program?

6. What should the program be in three years, in five years?

7. What coordination procedures would improve the efficiency and service of the program, immediately, in three years, in five years?

The project would be conducted as a cooperative action of the professionals involved in each of the programs in the three member institutions. The career education consortium would provide staff for articulation and coordination of the project and would also assist in financing a limited amount of travel and institutional staff time.

The project would be under the supervision and direction of the steering committee. A written report and an oral presentation at a Council meeting would be required for each of the seven occupational areas. In the future development of the project it would be expected that the professionals in adult education and community instructional services would make similar reports and presentations.

STATUS REPORT

PROCESS-PROGRESS INVENTORY III

ST. JOHNS RIVER JUNIOR COLLEGE DISTRICT COORDINATING COUNCIL

October 1976

(Covering Status of Accomplishments Through October 1976)

Submitted By: Jack Wilhelm

Approved By
Council Action: Oct. 21, 1976

Chairman: Roy E Tower

PROCESS
PROGRESS
INVENTORY III
OCTOBER 1976

THE COORDINATING COUNCIL OF THE
ST. JOHNS RIVER JUNIOR COLLEGE
DISTRICT for VOCATIONAL EDUCATION,
ADULT GENERAL EDUCATION and COMMUNITY
INSTRUCTIONAL SERVICES

MAJOR OBJECTIVES 1.0 The Council shall develop recommendations to the respective School Boards and to the Community College Board of Trustees, and where appropriate, may make recommendations to the Commissioner of Education and to the appropriate Division Directors of the Department of Education.

SUPPORTING OBJECTIVES

NONE: This objective should be approached on a "needs" basis in an on-going manner based upon information and developments that, from time to time, may arise as related to objective 2-A through E, and in overseeing compliance with FS. 6A-6.69 through 6A-6.81, inclusive.

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STATUS OF ACCOMPLISHMENTS

(1) At the July 16, 1975, meeting, the differences between the State and Veterans Administration requirements for student follow-up were discussed as to the different processes required. The Council, by unanimous vote, directed that a letter be forwarded from the Council to the two agencies requesting that a coordination of effort be made in follow-up requirements.

(2) At the November 21, 1975, meeting, the Council was presented with a rough draft of a joint resolution relating to division of responsibilities between the participating educational agencies that compose the Coordinating Council. The resolution to be presented to the respective Boards was discussed and tabled in order to provide additional time for study.

(3) At the March 18, 1976, meeting, a recommendation concerning Business Education Certification was discussed and passed unanimously by the Council. The St. Johns County Vocational Director was requested to draft the letter of recommendation to be sent to the State Director of Vocational Education.

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(4) See the response to 2-d, (2) concerning the Florida School of the Arts.

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MAJOR OBJECTIVE 1.0 (continued)

STATUS OF ACCOMPLISHMENTS (CONT.)

(5) At the April 15, 1976, meeting the Council took decisive action on both the Graham Bill and the Florida Public Post Secondary Education Finance Committee Report with resulting recommendations being referred to Senator Graham and Commissioner Turlington. (Copies of resulting documents are attached to the supporting evidence section.)

(6) At the September 16, 1976 meeting, the Council voted unanimously to recommend to the Commissioner of Education that the procedure involved in filing forms for C.I.S. course approval be simplified in order to eliminate unnecessary paperwork. The Steering Committee was charged with this task and at a Committee meeting on October 5, 1976, agreed to include this recommendation as part of the cover letter/explanation that will accompany the Council District's C.I.S. Funding Proposal. (A copy of the letter and proposal is attached.)

(7) At the October 21, 1976 Council meeting, the Council officially adopted the C.I.S. Funding Proposal. (Official copy attached as stated in (6) above.

MAJOR OBJECTIVE 2.0 The responsibilities of the Council shall be to review the total Vocational Education, Adult General Education and Community Instructional Services Programs offered in the District, to make such recommendations as necessary, to encourage the development of needed offerings or changes in existing offerings and to avoid unwarranted duplications. To accomplish this, the Council should perform the following:

SUPPORT OBJECTIVES

2-a. Review and recommend adjustments of existing programs, activities and services-including counseling that will better meet the assigned responsibilities of each district.

(Suggested Objective Scope:)
Related activities implied by this objective include, but are not limited to, inventory of equipment and facilities, course/program inventories, status of programs, management techniques and procedures, and program services and inventories to counselors and the community.

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STATUS OF ACCOMPLISHMENTS

(1) At the July 16, 1975, meeting of the Council a sub-committee consisting of the Vocational Directors of the St. Johns River Junior College and St. Johns County was appointed to study and make a detailed report on questions regarding coordination of effort within the districts on the Police Standards Board, Non-Credit Courses, with written reports to the Council when difficulties occur.

(2) See the response to 2-e, (5).

(3) At the June 17, 1976, meeting the Council unanimously voted to recommend to the individual boards that each educational entity place in their regular operating budget the amound of $3000 which would be available to match the money now in the Federal Project, with decisions on the spending of the money to be made as needed at a later date.

(4) See response to objective 2-f, (8) for related action.

(5) See response to objective 2-d, (6) for related action.

MAJOR OBJECTIVE 2.0 (continued)

STATUS OF ACCOMPLISHMENTS (CONT.)

(6) See response to objective 2-f, (9) for related detail.

(7) See response to objective 2-e, (10) for related action.

MAJOR OBJECTIVE 2.0 (continued)

SUPPORT OBJECTIVES

2-b Review and recommend agreements between Boards, to provide coordinated and articulated Vocational Education, Adult General Education and Community Instructional Services Programs to meet the educational needs of all residents in all communities in the district.

(Suggested Objective Scope):
Implied to include, but not limited to, the analysis of existing agreements and recommended necessary changes to meet current and future educational needs.

STATUS OF ACCOMPLISHMENTS

(1) See the response to 2-a.

(2) At the September 18, 1975 meeting the Council reviewed the funding grant for model development and took action which included housing of the grant at St. Johns River Junior College, the hiring of a facilitator, and the setting of regular monthly meetings.

(3) At the October 16, 1975 Council meeting, a steering committee composed of those persons with Adult responsibilities was appointed to work with the facilitator. Procedures for Council operation were discussed and where appropriate, referred to the Steering Committee.

(4) At the April 15, 1976 Council meeting, it wa announced and discussed that S.A.T.C. would hold E.M.T. and Law Enforcement Training* in Clay County to better provide services and to eliminate travel problems for participants.

(5) See response to objective 2-a, (3).

(6) See response to objective 2-f, (8) for related accomplishment.

* (See minutes for detail on level of instruction, etc.)

MAJOR OBJECTIVE 2.0 (continued)

SUPPORT OBJECTIVES

2-c. Review and make recommendations concerning long range (6 years) objectives for the school district and the community college district and make such recommendations as needed so that each plan provides for coordinated and articulated programs without unnecessary duplication.

(Suggested Objective Scope):
Implied, but not limited to, the study and analysis of community manpower and educational needs in relation to existing and future program offerings and the elimination of unnecessary duplication.

Long range planning should be all encompassing of all objectives and activities including the evaluation of the work of the Council.

STATUS OF ACCOMPLISHMENTS

(1) At the November 21, 1975, meeting, the Council addressed (through review and discussion of Course/Program offerings) initially the coordination and articulation of programs to avoid unnecessary duplication. Areas covered included vocational program offerings at St. Johns River Junior College; St. Johns County's career, pre-vocational, adult general and basic, community services; SATC-IMTS system and work sampling programs, vocational programs and Phase II expansion. Also covered were Clay County's programs in Adult Education and Putnam County's vocational programs and area vocational school plans.

(2) At the March 18, 1976, meeting, the Council received a report from the Steering Committee concerning the development of a delivery system for Adult and Community Education Services as a first step in the development of an all encompassing approach toward coordination and articulation in relation to long range planning.

(3) See the response for 2-e, (3) and (4) as related information for this objective.

(4) At the April 15, 1976 Council meeting, the members heard a presentation by Mr. Joseph Foy, Manager of the Florida State Employment Service Office in Palatka. Mr. Foy requested and received the committment of the Council for assistance in conducting a needs assessment and wage survey in Clay County. The survey will cover 70-75% of total employment in 600 industries in Clay County.

MAJOR OBJECTIVE 2.0 (continued)

ST. JOHNS RIVER JUNIOR COLLEGE
COORDINATING COUNCIL

STATUS OF ACCOMPLISHMENTS (CONT.)

(5) At the June 17, 1976, Council meeting, members reviewed a report on the status of long range planning activities being conducted by the Steering Committee and Facilitator; including the gathering of necessary information and the establishment of a time/task schedule. (See attached minutes for details.)

(6) At the July 15, 1976 Council meeting, the Council received a report from the Facilitator concerning action taken by the Steering Committee relating to long range planning and the program planning process. The Committee will continue working in this area with a tentative report scheduled for the Council at the November 1976 meeting. (See July minutes attached for details concerning the report.)

(7) See response to objective 2-f, (8) for related action.

(8) At the September 16, 1976 Council meeting, the Council received a detailed review of the Program Planning Process from D.O.E. personnel in attendance. A copy of the D.O.E. Planning Manual was passed out to each member for future examination. The Steering Committee and Facilitator are to draw up timelines and determinations by the November meeting of the Council.

(9) The Council received at the October 21, 1976 meeting an updating on the Program Planning Process. Work will begin in Putnam County to corrolate with their scheduled Facilities Survey as well as work beginning on review of available data on community needs within the district.

MAJOR OBJECTIVE 2.0 (continued)

SUPPORT OBJECTIVES

2-d Review data in support of proposed programs, recommend to the appropriate Board approval or disapproval of the program and, if necessary, recommend the assignment of responsibility to the appropriate District in accordance with specific local cooperative agreements and policies of the State Board.

(Suggested Objective Scope):
Implied, but not limited to, the reviewing and recommendations concerning, funding requests and guides, proposed programs/courses, termination of programs/courses, and review and recommendations relating to equipment and facilities.

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STATUS OF ACCOMPLISHMENTS

(1) See the response to 2-a, (1).

(2) Based upon initial presentation at the November 21, 1975, Council meeting and further review at the December 19, 1975, meeting, the Council on January 15, 1976, unanimously passed a resolution to the Commissioner of Education supporting the offering of high school credit and the high school diploma through the Florida School of the Arts, St. Johns River Junior College. In his letter of January 26, 1976, the Commissioner of Education approved the offerings under State Board of Education Regulations, 6-A-14.33, 6-A-14.37, 6-A-6.11 and 6-A-6.67.

(3) See the responses to 2-e, (1), (3) and (4) as an overlap in relating to this objective.

(4) See response to objective 2-a, (3).

(5) Because of the possibility of a co-op being established which will include some of the districts involved in the Coordinating Council, it was suggested and discussed that depending upon formation and coordination of the co-op, that the Facilitator should act as liason and to check on working relationships that could be developed.

MAJOR OBJECTIVE 2.0 (continued)

STATUS OF ACCOMPLISHMENTS (CONT.)

(6) The Council at their September 16, 1976 meeting discussed with D.O.E. personnel the issue of disbursal of funds on a more equitable basis, with the suggestion that population was not necessarily the best criteria for funding programs because of the many variables that may need to be considered more carefully.

MAJOR OBJECTIVE 2.0 (continued

SUPPORT OBJECTIVES

2-e Review such other aspects of the programs and make such recommendations as are necessary to provide an efficient, well coordinated and comprehensive vocational education, adult general education, and community instructional services program.

(Suggested Objective Scope):
Implied, but not limited to, arranging for and reviewing input/information that could be helpful to the Council in carrying on its function as well as evaluating its work.

STATUS OF ACCOMPLISHMENTS

(1) At the July 16, 1975, meeting, the Council received and reviewed copies of a summary of anticipated vocational programs that were to be offered in the different districts during the next year. Also, at that meeting was a report to the Council on related course offerings at the new Palatka High School and a discussion on FTE counts and caps, and administrative costs.

(2) At the December 19, 1975, meeting, the Council in detail, considered the Council Handbook of Operating Procedures to serve as a vehicle for orderly Council operation as well as model development, implementation and evaluation.

(3) At the December 19, 1976, meeting, the Vocational Funding Guide proposals for Clay County was adopted by the Council and duly signed by the Chairman and the three County Vocational Directors

(4) At the April 15, 1976, Council meeting, the Facilitator was directed to review past Council actions and to report to the Council. The review has been completed and reported to the Council by memo. Any actions that need to be updated are being covered in the work being done on long range planning.

MAJOR OBJECTIVE 2.0 (continued)

STATUS OF ACCOMPLISHMENTS (CONT.)

(5) At the June 17, 1976, meeting, the Council reviewed copies for review and discussion of the D.O.E. Supplimental Funding Grant which continues and modifies the Project in order to allow for task completion as well as continuation of cooperation between L.E.A.'s in relation to the Facilitator's position. (See minutes attached for detail.)

(6) See response to objective 2-a, (3).

(7) See response to objective 2-d, (5).

(8) At the June 17, 1976, Council meeting, members received a report from the Facilitator on the June 7-9, Placement and Follow-up meeting held in Orlando. (See minutes for details.)

(9) At the September 16, 1976 meeting the Council voted unanimously to have the Facilitator and and the Steering Committee prepare one questionnaire (Delphi approach relating to recommendations) that expresses the feelings of the Council as a whole, based upon Council actions, operating procedures, philosophy, etc. Document transmitted to Project Staff, U.S.F.

(10) At the September 16, 1976 Council meeting, the possible overlapping of Tax Preparation courses by Council member institutions was discussed. It was determined that at present no conflict was apparent, but in order to avoid any further conflict in programs, fuller program coordination would take place as necessary.

MAJOR OBJECTIVE 2.0 (continued)

(11) The Council on October 21, 1976 officially amended the Handbook of Operating Procedures adding the office and duties of Vice-Chairman. (Official copy attached)

(12) On October 21, 1976 the Council approved PPI - III which is a composite of all preceeding PPI's and action taken after Number II; i.e. July - October 1976.

(13) At the October Council meeting the need for Council evaluation being included in the Operating Procedures was discussed. It is the feeling of the Council that evaluation is implied, and therefore is not necessary as a separate item. In addition, evaluation procedures are indicated in the Project Proposal of the C.C.D.P.

MAJOR OBJECTIVE 2.0 (continued)

SUPPORT OBJECTIVE

2-f Review and make recommendations as needed to the apporpoiate Boards in order to allow for totally coordinated curriculum planning and development for Vocational, Technical, Adult Education and Community Instructional Services in the Tri-County area.

STATUS OF ACCOMPLISHMENTS

(1) At the January 15, 1976, meeting, curriculum development for the continuity of Vocational and Adult Education programs was discussed which included the willingness of the SATC to expand their curriculum development program to meet this need. It was requested that a presentation of the St. Johns County programs be made at the March, 1976 meeting. The Council then passed unanimously that the Council Operating Procedures be amended to include an objective for totally coordinated curriculum planning and development for Vocational, Technical and Adult Education in the Tri-County area.

(2) At the March 18, 1976, meeting, Dr. Richard Washabaugh, Media/Curriculum Specialist for the SATC made a presentation on curriculum development. St. Johns County also expressed their willingness to be involved with the total Tri-County area as much as the Council wants to be involved in a three-county curriculum lab and the pooling of resourses.

(3) After informal discussion and polling of Council members regarding the expansion of the model to include the development of a Coordinating Council District Curriculum Laboratory, based upon proposed objective 2-f, a proposal has been submitted to the Department of Education for this purpose.

MAJOR OBJECTIVE 2.0 (continued)

STATUS OF ACCOMPLISHMENTS (CONT.)

(4) At the January 15, 1976, meeting of the Council, funding guides were received and discussed as follows:

St. Johns County presented a summary of funding guide requests for 1976-77. Program needs, offerings, facilities and how conflicts were being avoided were discussed.

The status of Federal Funding in Putnam County was reported by the Vocational Director.

A report was also given on funding requests in Priority 2 Programs for 1976-77 by St. Johns River Junior College.

(5) At the March 18, 1976, Council meeting, a report on the advertising of educational programs was discussed as to what is allowed of educational agencies.

(6) At the April 15, 1976, meeting, the Council officially adopted objective 2-f. to be added as stated in this P.P.I. to the Handbook of Operating Procedures. (See minutes for detail.)

(7) See response to objective 2-c, (5) which includes curriculum review as needed in long range planning.

MAJOR OBJECTIVE 2.0 (continued)

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ST. JOHNS RIVER JUNIOR COLLEGE
COORDINATING COUNCIL

STATUS OF ACCOMPLISHMENTS (CONT.)

(8) At the July 15, 1976 Council meeting, the Council voted unanimously to charge the Steering Committee with the responsibility of developing proposals for cooperative efforts among various entities of the Council toward development of curriculum, pooling resources, etc.

(9) At the September 16, 1976 meeting, the Council discussed its function in terms of implementation, especially in the area of curriculum planning and coordination, in order to eliminate duplication of services and to provide adequate curriculum articulation. The Council will consider at its October 1976 meeting the appointment of a curriculum committee. The possibility of funding for the development of a curriculum laboratory to aid in development and articulation is being studied at this time, but only initial contact with related D.O.E. departments has been made at this point.

(10) At the October 21, 1976 Council meeting, the Council voted to establish a curriculum committee to study development and coordinating of efforts in curriculum. The Committee is composed of the Vocational Directors and the St. Johns River Junior College Dean presently responsible for related programs. The Council also voted to pursue further funding possibilities, possibly through a combination of mini-grants.

STATUS REVIEW OF ACTIONS TAKEN

A Supplement to Process Progress Inventory-III

For The

St. Johns River Junior College District Coordinating Council

Includes an objective by objective breakdown of actions taken, their status and what is being planned for the future.

This document also includes a complete set of sample documentation that is a composite of sample materials provided with Process Progress Inventory-I and II as well as documentation covering the time frame covered in Process Progress Inventory-III.

Objective 1.0:

(1) Letter of transmittal sent. Future action will be determined by need.

(2) Proposed resolution is still under study.

(3) Letter of transmittal sent. Copy attached.

(4) Letter of transmittal sent. Copy attached and Commissioner's response.

(5) Recommendations sent. Copies attached.

(6) Copies of documents sent to Commissioner. Copy attached.

Objective 2.0-Objective 2-a:

(1) Committee still to function if difficulties occur.

(2) Funding grant submitted and approval by D.O.E.. Funds received.

(3) action has been taken by each L.E.A.. Determination of fund utilization to be arrived at when appropriate.

(4) (5) (6) (7) See specific objective actions status, this document.

Objective 2-b:

(1) See objective 2-a, (1) this document.

(2) (3) (4) See PPI-3 for detail.

(5) See objective 2-a, (3) this document for update on actions.

(6) See objective 2-F, (8) this document and PPI-3 for action update.

Objective 2-c:

(1) Statement in PPI self explanatory.

(2) (3) (4) (5) See status of accomplishments in PPIs as well as for objectives 2-a and e as well as attached minutes and attached copies of program offerings.

(6) Work is continuing in this area including working with Duval County in gathering data for planning because of the Council District's proximity to Jacksonville.

(7) See response for objective 2-f, (8) this document.

(8) See PPI-3 response. Study and revision being conducted in conjunction with D.O.E. Programs' Planning Process including Comparison of D.O.E. Planning Manual with local planning approach that was submitted to the Council at the September meeting. (Copy attached as sample documentation.)

Objective 2-d:

(1) See response to objective 2-a, (1) this document for action status.

(2) Letter of transmittal sent; Commissioner's response and approval received. (Copies attached.)

(3) See sample documentation for copies of materials.

(4) See 2-a, (3) response to this document.

(5) Co-op is now formed and in the process of development and staffing. Contact will be made by the Council Facilitator in regard to the development of working relationships.

(6) See PPI and attached minutes (Sept. 16, 1976) for details under objective 1-0, (6) and copies attached documents is part of sample documentation.

Objective 2-e:

(1) (3) See minutes and PPIs for detail as well as attached copies of program offerings, etc.

(2) See attached revised Handbook of Operating Procedures for changes made and approved by Council action.

(4) Review of Council actions being approached is an on going process with preliminary planning underway to develop a procedure for continual review and updating of actions.

(5) (6) (7) (8) See PPIs and related minutes for details as well as responses in this document.

(9) (10) See PPI-3 status of accomplishments for details as well as attached minutes.

Objective 2-f:

(1) (2) (3) (4) (5) (6) (7) (8) (9) See responses for sequential actions and related minutes for detail. Council plans for coordination of curriculum are outlined in (8) and (9) in PPI-3.

* Action taken at the October Council meeting is outlined in PPI-III in sections 1.0-(7), 2-c (9), 2-e (11) (12) (13), and 2-f (10). Appropriate documentation is attached as necessary.